

# State of Utah

**Individuals with Disabilities Education Act 2004**

## State Performance Plan

2005-2006  
through  
2010-2011

Prepared by the  
Utah State Office of Education  
December 2, 2005  
*Revised February 1, 2007*

## Introduction

When President George W. Bush signed into law the Individuals with Disabilities Education Improvement Act on December 2, 2004, states were given one year from the date of enactment to develop a six-year State Performance Plan and submit it to the United States Department of Education. The Utah State Office of Education, in conjunction with stakeholders, has developed this State of Utah Individuals with Disabilities Education Act State Performance Plan for submission to the Office of Special Education Programs in the U.S. Department of Education.

This plan includes a Table of Contents to facilitate ready access to each section. The plan includes an Executive Summary, an Overview of the process used in developing the plan, each of the twenty Indicators required by the federal government (including baseline data, rigorous targets, and activities for achieving the rigorous targets), and Appendices.

This plan is submitted December 2, 2005, **was updated February 1, 2007**, and will be available on the Utah State Office of Education web-site, Special Education web-page, for public access. According to statute, the Office of Special Education Programs will have 120 days to complete its review process and to notify states of approval.

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## State Performance Plan Executive Summary

### Overview of Process

With the reauthorization of the Individuals with Disabilities Education Act in 2004, states are required to develop a six-year State Performance Plan (SPP) and submit the plan to the Secretary of Education in the United States Department of Education for approval. The SPP includes rigorous goals for twenty specific indicators outlined in the federal statute. In establishing the rigorous goals, states are required to analyze baseline and trend data, gather input from stakeholders, and outline recommended activities for achieving the proposed targets.

The Utah State Office of Education (USOE) Special Education Services Unit gathered and analyzed available data and drafted a proposed SPP that was shared with members of the Utah Special Education Advisory Panel and the Utah Agenda Steering Committee on October 11, 2005. Those two committees include representatives from the following stakeholder groups: parents of students with disabilities, individuals with disabilities, general and special education teachers, related service providers, school and district administrators, other state agencies that serve individuals with disabilities, institutions of higher education (IHEs), SEA staff, ethnic minority groups, and the Utah State Board of Education (USBE). Specific input was gathered at that meeting. Revisions were made to SPP indicators in coordination with the February 1, 2007 submission of the Part B Annual Performance Report. The revisions were made with broad stakeholder input, after implementation of improvement activities and careful analysis of progress and/or slippage on each indicator.

To meet the requirements for public input, the USOE made the SPP available for public comment via the Special Education web-page located on the USOE website. Public comment was accepted up through November 21, 2005. The USOE Special Education Services staff considered all comments and input, and made appropriate revisions to the SPP.

### Summary of State Performance Plan Indicators

The Office of Special Education Programs (OSEP) in the U.S. Department of Education has provided the following mandatory indicators that each state must address in its SPP. The indicators address three monitoring priorities: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), Disproportionality, and Effective General Supervision.

Indicator	Baseline Data	Rigorous Targets
<b>Indicator 1</b> – Percent of youth with IEPs graduating with a regular diploma compared to percent of all youth in the state graduating with a regular diploma.	For 2004-2005, the following graduation results have been identified: Regular Education      85.58% Special Education       70.01% Difference                 -15.57%	2005-2006: Increase percentage of students with disabilities graduating with a regular diploma by 2%. 2006-2007: Increase by 2% 2007-2008: Increase by 2% 2008-2009: Increase by 2% 2009-2010: Increase by 2% 2010-2011: 82% of students with disabilities will have graduated with a regular diploma.

<b>Indicator 2</b> – Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.	For 2004-2005, the following drop-out rates have been identified: Regular Education      3.15% Special Education      3.56% Difference                    +0.41%	2005-2006: Reduce the number of youth with IEPs dropping out of high school by 2%. 2006-2007: Reduce # by 2% 2007-2008: Reduce # by 3% 2008-2009: Reduce # by 5% 2009-2010: Reduce # by 5% 2010-2011: Reduce the number of youth with IEPs dropping out of high school by 5%, for an overall reduction of 21% compared to 2004-2005 baseline rate.
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<b>Indicator 3</b> – Participation and performance of children with disabilities on statewide assessments. 3A – Percent of LEAs meeting state's AYP objectives for progress for disability subgroup.	For 2004-2005, 25 of 57 (44%) local education agencies met NCLB AYP objectives for students with disabilities subgroup.	2005-2006: Increase the percentage of LEAs meeting state's AYP objectives for students with disabilities subgroup to 48%. 2006-2007: Increase to 54% 2007-2008: Increase to 60% 2008-2009: Increase to 66% 2009-2010: Increase to 72% 2010-2011: 78% of LEAs will have achieved NCLB AYP objectives for students with disabilities subgroup.
3B – Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.	For 2004-2005, the following participation rates on statewide assessments were identified for students with disabilities: Math                              86.24% Language Arts      91.91%	2005-2006: Increase the percentage of students with disabilities participating in statewide assessments to 95%. 2006-2007: Increase to 96% 2007-2008: Increase to 97% 2008-2009: Increase to 98% 2009-2010: Increase to 99% 2010-2011: 100% of students with disabilities will have participated in statewide assessments.
3C – Proficiency rate for children with IEPs against grade level and alternate	For 2004-2005, the following proficiency rates on statewide assessments were identified	2005-2006: Increase the percentage of students with disabilities achieving

achievement standards.	for students with disabilities: Math - 36.64% Language Arts - 37.60%	proficiency on statewide assessments to: Math - 42% Language Arts - 43% 2006-2007: Increase percentage proficient to: Math - 50% Language Arts - 51% 2007-2008: Increase percentage proficient to: Math - 58% Language Arts - 59% 2008-2009: Increase percentage proficient to: Math - 63% Language Arts - 64% 2009-2010: Increase percentage proficient to: Math - 71% Language Arts - 72% 2010-2011: The percentage of students with disabilities achieving proficiency on statewide assessments will be: Math - 79% Language Arts - 80%
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<b>Indicator 4</b> – Rates of suspension and expulsion: 4A – Percent of districts identified by the state as having a significant discrepancy in the rates of suspension and expulsion of children with disabilities for greater than 10 days in a year.	For 2004-2005, 7.3% of LEAs were identified by the state as having a significant discrepancy in rates of suspension/expulsion of students with disabilities for more than 10 days.	2005-2006: Reduce the percentage of LEAs identified as having a significant discrepancy in rates of suspension/expulsion of students with disabilities for more than 10 days by 1%. 2006-2007: Reduce by 1% 2007-2008: Reduce by 1% 2008-2009: Reduce by 1% 2009-2010: Reduce by 1% 2010-2011: Reduce by 6% the number of LEAs with significant discrepancies in rates of suspension/expulsion of students with disabilities for more than 10 days.
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4B - Percent of districts identified by the state as having a significant discrepancy in the rates of suspension and expulsion of greater than 10 days in a year of children with disabilities by race and ethnicity.	The 2005-2006 school year baseline data show: 3% of LEAs with significant discrepancy of rates in suspensions and expulsions of students with disabilities by race and ethnicity.	To be determined after 2005-2006 baseline data is collected. The baseline data, rigorous targets, and improvement activities will be included in the spring 2007 submission of the Annual Performance Report for the 2005-2006 school year.
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<b>Indicator 5</b> – Percent of children with IEPs aged 6-21: A. Removed from regular class less than 21% of the day; B. Removed from regular class greater than 60% of the day; or C. Served in public or private separate schools, residential placements, or homebound or hospital placements.	The 2004-2005 school year baseline data show: A. Removed from regular class less than 21% of the day equals 42.1% B. Removed from regular class greater than 60% of the day equals 21.5% C. Served in public or private separate schools, residential placements, or homebound or hospital placements equals 3.47%	For Indicator 5, Utah will measure improvement by comparing each year's LRE percentages with the levels from the previous year. A. Removed from regular class less than 21% of the day. 2005-2006: Increase by 3% 2006-2007: Increase by 2% 2007-2008: Increase by 1% 2008-2009: Increase by 1% 2009-2010: Increase by 1% 2010-2011: Increase by 1% B. Removed from regular class greater than 60% of the day. 2005-2006: Decrease by 3% 2006-2007: Decrease by 2% 2007-2008: Decrease by 1% 2008-2009: Decrease by 1% 2009-2010: Decrease by 1% 2010-2011: Decrease by 1% C. Served in public or private separate schools, residential placements, or homebound or hospital placements. 2005-2006: Decrease by .1% 2006-2007: Decrease by .1% 2007-2008: Decrease by .1% 2008-2009: Decrease by .1% 2009-2010: Decrease by .1% 2010-2011: Decrease by .1%
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<p><b>Indicator 6</b> – Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).</p>	<p>The 2004-2005 school year baseline data show 55.5% of preschool children with IEPs are served in typical settings. Three years of data show a promising trend toward preschool LRE.</p>	<p>The percentage of preschool children with IEPs served in typical settings will increase according to the following targets:  2005-2006: Increase to 56%  2006-2007: Increase to 56.5%  2007-2008: Increase to 57%  2008-2009: Increase to 57.5%  2009-2010: Increase to 58%  2010-2011: Increase to 58.5%</p>
<p><b>Indicator 7</b> – Percent of preschool children with IEPs who demonstrate improved:</p> <ul style="list-style-type: none"> <li>A. Positive social-emotional skills (including social relationships):</li> <li>B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and</li> <li>C. Use of appropriate behaviors to meet their needs.</li> </ul>	<p>Because Utah has already initiated a preschool outcomes pilot study, the 2005-2006 school year will be the baseline data collection year. A revised proposal for outcomes assessment incorporating further guidance from OSEP may be submitted with spring 2007 APR. This is a new reporting requirement for states.</p>	<p>To be determined after 2005-2006 baseline data is collected.  The baseline data, rigorous targets, and improvement activities will be included in the spring 2007 submission of the Annual Performance Report for the 2005-2006 school year.</p>
<p><b>Indicator 8</b> – Percent of parents with a child receiving special education services who report that school districts facilitated parent involvement as a means of improving services and results for students with disabilities.</p>	<p>2005-2006 school year baseline data indicate: 91% of parents with a child receiving special education services report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.</p>	<p>To be determined after 2005-2006 baseline data is collected.  The baseline data, rigorous targets, and improvement activities will be included in the spring 2007 submission of the Annual Performance Report for the 2005-2006 school year.</p>



### Monitoring Priority – Disproportionality

Indicator	Baseline Data	Rigorous Targets
<b>Indicator 9</b> – Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	The 2005-2006 school year baseline data show: 0% LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	The rigorous target for states on the percent of districts with disproportionate representation of racial and ethnic groups in special education and related services as the result of inappropriate identification will be zero (0).  2005-2006: 0% 2006-2007: 0% 2007-2008: 0% 2008-2009: 0% 2009-2010: 0% 2010-2011: 0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services as the result of inappropriate identification.
<b>Indicator 10</b> - Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	The 2005-2006 school year baseline data show: 0% LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	OSEP has determined that the rigorous target for states on the percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories as the result of inappropriate identification will be zero (0).  2005-2006: 0% 2006-2007: 0% 2007-2008: 0% 2008-2009: 0% 2009-2010: 0% 2010-2011: 0% of districts will have disproportionate representation of racial and ethnic groups in specific disability categories as the result of inappropriate identification.

Monitoring Priority – Effective General Supervision

<p><b>Indicator 11</b> – Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or state established timeline).</p>	<p>The 2005-2006 school year baseline data indicate: 76% of all reviewed files documented initial eligibility was determined within 60 days of parental consent.</p>	<p>OSEP has determined that the rigorous target for states on the percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days is 100%.</p> <p>2005-2006: 100%  2006-2007: 100%  2007-2008: 100%  2008-2009: 100%  2009-2010: 100%  2010-2011: 100% percent of children with parental consent to evaluate, will have been evaluated and eligibility determined within 60 days.</p>
<p><b>Indicator 12</b> – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.</p>	<p>In the 2004-2005 school year, 64% of children referred by Part C prior to age 3, who were found eligible for Part B, had an IEP developed and implemented by their third birthdays.</p> <p>For the 2003-2004 school year, the state identified that 19% of children served in Part C were not accounted for in terms of whether those children were determined to be eligible or ineligible for Part B services.</p>	<p>OSEP has determined that the rigorous target for states on the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays is to be 100%.</p> <p>2005-2006: 100%  2006-2007: 100%  2007-2008: 100%  2008-2009: 100%  2009-2010: 100%  2010-2011: 100% of children referred by Part C prior to age 3, who are found eligible for Part B, will have had an IEP developed and implemented by their third birthdays</p>

<p><b>Indicator 13</b> – Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.</p>	<p>The 2005-2006 school year baseline data indicate: 78% of LEAs monitored that served transition age students met compliance requirements.</p>	<p>OSEP has determined that the rigorous target for states on the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals is 100%.</p> <p>2005-2006: 100%  2006-2007: 100%  2007-2008: 100%  2008-2009: 100%  2009-2010: 100%  2010-2011: 100% of youth aged 16 and above will have had an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.</p>
<p><b>Indicator 14</b> – Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.</p>	<p>The 2006-2007 school year will be the baseline data collection year for students exiting during 2005-2006. This is a new reporting requirement for states.</p>	<p>To be determined after 2006-2007 baseline data is collected. The baseline data, rigorous targets, and improvement activities will be included in the spring 2008 submission of the Annual Performance Report for the 2006-2007 school year.</p>
<p><b>Indicator 15</b> – General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.*  A. Noncompliance related to monitoring priority areas.</p>	<p>For those LEAs who have had at least one year since findings of noncompliance were identified, 61% of those findings have been corrected.</p> <p>For those LEAs who have had at least one year since findings of non compliance were identified, 50% of those findings have been corrected.</p>	<p>OSEP has determined that the rigorous target for states on the percent of findings of noncompliance that must be corrected within one year is 100%, for all data sources.</p> <p>2005-2006: 100%  2006-2007: 100%  2007-2008: 100%  2008-2009: 100%  2009-2010: 100%</p>

<p>B. Noncompliance related to areas not included in the above priority areas.</p> <p>C. Noncompliance identified through complaints, due process hearings, mediations, etc.</p> <p><i>*New measurement requirements have been instituted since these baseline data were collected.</i></p>	<p>For those LEAs who have had at least one year since findings of noncompliance were identified, 100% of those findings have been corrected.</p>	<p>2010-2011: 100% of <u>all</u> findings of noncompliance will have been corrected as soon as possible but in no case later than one year.</p>
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<p><b>Indicator 16</b> – Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.</p>	<p>For 2004-2005, 18 of 20 (90%) of signed written complaints were resolved within the 60-day timeline.</p>	<p>OSEP has determined that the rigorous target for states on the percent of signed written complaints that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint will be 100%.</p> <p>2005-2006: 100%</p> <p>2006-2007: 100%</p> <p>2007-2008: 100%</p> <p>2008-2009: 100%</p> <p>2009-2010: 100%</p> <p>2010-2011: 100% of all signed written complaints will have been resolved within the 60-day timeline.</p>
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<p><b>Indicator 17</b> – Percent of fully adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.</p>	<p>For 2004-2005, 3 of 3 (100%) of due process hearing requests were resolved without a hearing. These were resolved through mediation.</p>	<p>OSEP has determined that the rigorous target for states on the percent of fully adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline properly extended by the hearing officer will be 100%.</p>
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		2005-2006: 100% 2006-2007: 100% 2007-2008: 100% 2008-2009: 100% 2009-2010: 100% 2010-2011: 100% of all fully adjudicated due process hearing requests will have been fully adjudicated within the 45-day timeline.
<b>Indicator 18</b> – Percent of hearing requests that went to resolution sessions that were resolved through resolution settlement agreements.	For 2005-2006, 4 of 4 (100%) of hearing requests that went to resolution sessions were resolved through resolution settlement agreements.	2004-2005: 85% 2005-2006: 85% 2006-2007: 85% 2007-2008: 85% 2008-2009: 85% 2009-2010: 85% 2010-2011: 85%
<b>Indicator 19</b> – Percent of mediation requests that resulted in mediation agreements.	For 2004-2005, 3 of 3 (100%) requests for mediation were resolved through mediation. IDEA 2004 includes a new provision that requires states to make mediation available at any time. It is anticipated that the number of mediation requests may increase substantially.	2005-2006: 80% 2006-2007: 82% 2007-2008: 84% 2008-2009: 86% 2009-2010: 88% 2010-2011: 90% of mediations will have resulted in mediation agreements.
<b>Indicator 20</b> – State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.	For 2004-2005, all state reported data reports were submitted on time. USOE continues to improve the data collection and reporting systems that improve the accuracy of data reported.	OSEP has determined that the rigorous target for states on the percent of state reported data that is timely and accurate will be 100%.  2005-2006: 100% 2006-2007: 100% 2007-2008: 100% 2008-2009: 100% 2009-2010: 100% 2010-2011: 100% of state reported data will be timely and accurate.

### Future Revisions and Reporting

The Utah State Office of Education will report annually to the Office of Special Education Programs in the U.S. Department of Education as well as to the public on progress toward achieving the rigorous targets outlined for each of the indicators included in the Utah IDEA State Performance Plan.

The U.S. Department of Education allows states to make revisions to State Performance Plans as part of the Annual Performance Report process. Based on annual stakeholder input regarding the implementation of recommended activities and the state's performance, the Utah State Office of Education may utilize this process in the future to amend the rigorous targets and improvement activities in the SPP.

## Overview of State Performance Plan

The U.S. Department of Education requires states to develop plans for every program that receives federal funding. Under the Individuals with Disabilities Education Act (IDEA) 2004, states are to develop a six-year state performance plan detailing baseline performance and rigorous goals to improve the provision of services for students with disabilities. Utah's State Performance Plan (SPP) addresses the twenty required indicators that reflect outcomes closely related to learning and that are measured, reviewed, and reported to the public on a yearly basis.

### State Performance Plan Development in Response to the Office of Special Education Programs (OSEP) Requirements

Utah's SPP has been developed with attention to OSEP requirements and widespread stakeholder input. The development of the state plan began with the review of the requirements of IDEA 2004 and the consideration of each component prior to submitting assurances to OSEP in May, 2005. State Education Agency (SEA) staff members examined each requirement and determined how to best address it.

Planning sessions were held with SEA personnel including the State Director of Special Education, Special Education Coordinator, and Education Specialists, beginning in June, 2005 and continuing through the completion of the plan in December, 2005. At the first session, the indicators and required measurement methods were discussed and indicators were assigned to individual specialists consistent with their areas of expertise and assignments within the agency. Groups were assigned, where appropriate, to facilitate the collection and examination of data. Connections with other sections within the Utah State Office of Education (USOE), especially the Data and Information Technology (IT) sections, were established to ensure that data on new indicators would be collected in a timely manner.

Revisions to the SPP indicators were received from OSEP in July, 2005. These changes were communicated to specialists. The State Director of Special Education, Special Education Coordinator, State and Federal Compliance Officer, and State Director of Utah's Parent Training & Information agency attended OSEP's Summer Institute in Washington, D.C. on August 10-12, 2005. At that time the final SPP indicators, measurement requirements, and other pertinent materials were received and discussed by the Utah participants.

An SPP retreat with USOE Education Specialists was held on September 1, 2005 to ensure understanding of the final requirements and to complete a timeline for the SPP development. The SPP retreat included an overview of the final indicators, bottom lines for each indicator, measurement requirements, and timelines. Each subgroup developed plans for required data collection, discussed baseline data, and determined how to establish targets for the indicators. The participants considered how the previous strategic planning process, known as the Utah Agenda for Students with Disabilities (Utah Agenda), might be merged with the SPP to ensure a razor-sharp focus on the twenty required indicators of student success. Participants were given assignments in order to facilitate the completion of the SPP.

In order to successfully implement the SPP, Education specialists at the Utah State Office of Education are assigned specific indicators. The specialists' roles are to facilitate the implementation of the improvement activities. An electronic tracking system has been implemented to assist with documentation of the implementation of improvement activities and data collection. Progress on the implementation of those improvement activities is reported during USOE special education staff meetings. The State special education director and coordinators provide oversight to the process.

Six USOE Special Education Services staff members participated in the 2006 Accountability Conference September 18 and 19, 2006. Upon their return they shared the

information obtained with other staff members involved in the SPP. Staff members attend all OSEP conference calls and Mountain Plains Regional Resource Center conference calls. The USOE has also benefited from technical assistance from their OSEP contact and site visits provided by Mountain Plains Regional Resource Center staff.

#### Utah's Response to Previous Annual Performance Report (APR) and Verification Visit Findings

Assignments were made to address Utah's specific compliance issues as identified by OSEP during the 2004 verification visit and in OSEP response letters to Utah's APR. Each of these issues is addressed in a separate document submitted with the SPP and updated in the February 1, 2007 Annual Performance Report.

#### Stakeholder Input

A further topic at the September 1, 2005 retreat was the best methods to gather and address stakeholder input. A decision was made to draft recommendations to present to a stakeholder group on October 11, 2005. The stakeholder group would be made up of the Utah Special Education Advisory Panel (USEAP) and the Steering Committee of the Utah Agenda. These two groups have representation from parents of students with disabilities, individuals with disabilities, ethnic minority groups, special and regular education teachers, other state agencies that serve individuals with disabilities, SEA staff, school and district administrators, institutions of higher education, Utah State Board of Education, and related service providers.

On September 20, 2005 the Special Education Coordinator presented the SPP requirements and indicators to local education agency (LEA) Special Education Directors, including the requirement that LEA-level data on the 20 indicators will be shared with the public. LEA Special Education Directors were encouraged to submit comments when the SPP was posted for public input. The SPP requirements and indicators were shared again with LEA Special Education Directors March 29, 2006 and November 2, 2006 and with charter school personnel at charter school roundtables. Changes and updates in OSEP requirements were articulated during these meetings. This updated information was also presented at meetings of the Utah Special Education Advisory Panel (USEAP).

After the October 11, 2005 session with stakeholders, the Utah State Office of Education (USOE) staff considered revisions to the targets and activities based on input. In order to ensure input from a wide range of stakeholders, the proposed SPP was then posted on the USOE web-site for a period of 30 days. A notice was sent to LEAs, IHEs, advocacy groups, the Protection and Advocacy agency (P&A), the Parent Training and Information center (PTI), and statewide newspapers requesting feedback on the SPP proposal, with instructions as to how to submit input. A formal presentation was made to the Utah State Board of Education (USB) by the State Director of Special Education in November 2005 and the SPP was approved by the Board. All stakeholder input was reviewed and adjustments to the SPP were made as appropriate. The SPP final draft was completed in November 2005 and submitted to meet the deadline of December 2, 2005.

The revisions made to specific SPP Indicators in coordination with the February 1, 2007 submission of the Part B Annual Performance Report, including the new SPP indicators, included broad stakeholder input. The stakeholder groups that gave input into the SPP indicators are as follows: State LRE Task Force, Graduation Dropout Task Force, UPIPS Steering Committee, Charter School Roundtable, Preschool Roundtable, UBI Advisory Council, Utah Parent Center, LEA Directors, Utah Special Education Advisory Panel, Disability Law Center, general education partners at the USOE and Title I partners at the USOE.



## Other Information Related to Utah's SPP

### Activities to Meet Targets

In order to maintain a data-based focus, additional revisions and new or extended activities have been determined after careful analysis of results. These revisions have been added to the State Performance Plan in coordination with the February 1, 2007 submission of the Part B Annual Performance Report. The revisions were made with broad stakeholder input, after implementation of improvement activities and careful analysis of progress and/or slippage on each indicator.

### Sampling Methodology

Sampling will be utilized for Indicators 8 and 14. The methodology used is explained in the body of those indicators.

### Reporting Results to the Public

The State will report to the public on the State's progress and/or slippage in meeting the measurable and rigorous targets found in the SPP each year in February. The APR will be posted on the Utah State Office of Education's website and referenced in the *Utah Special Educator*, as well as the state superintendent's newsletter. The APR will be shared at the first regularly scheduled meeting of the Utah Special Education Panel, the LEA Directors and the Charter School Roundtable after submission. Results will also be shared with the Utah Parent Center. The USOE will prepare a summary of indicators that are required to be publicly reported for each LEA. That report will be published each year on or before April 15. This process will coincide with the release of the Utah State Superintendent of Schools' Annual Data Report. The report will be posted on the USOE website and will be made available for posting on LEA websites. A report will be made on or before April 15 to USEAP, LEA special education directors, charter school directors, and other stakeholders as appropriate. The APR and LEA performance summary will both be reported to the Utah State Board of Education.

### Utah's Special Education Monitoring Process

The Utah State Office of Education utilizes the Utah Program Improvement Planning System (UPIPS) as part of its general supervision process to assist LEAs in the process of improving outcomes for students with disabilities and to monitor compliance with state and federal requirements under IDEA. The following information describes the UPIPS process.

- The USOE, Special Education Services (USOE-SES) has the responsibility of monitoring compliance with federal and state requirements under the Individuals with Disabilities Education Act of 2004. USOE-SES's continuous improvement monitoring system, UPIPS, reflects the federal intent to emphasize a data-driven, systemic approach to compliance and improvement of results for children with disabilities.
- The Local Educational Agency (LEA) has increased responsibility in this process. UPIPS consists of a three-phase process with LEAs entering a five-year rotation cycle. In year one, the LEA is charged with involving key stakeholders in the development of a self-assessment report that analyzes the LEAs effectiveness in two areas: ensuring compliance and improving results for students. A Program Improvement Plan for targeted areas is developed at the end of the self-assessment process. The USOE-SES works in partnership with the LEA, providing resources and technical assistance as necessary.
- An on-site validation visit takes place during year 2 of the cycle. Corrective Action Plans are developed for any compliance errors identified or validated during the visit. Evidence

of completion of the corrective actions is submitted to the USOE, and results of the corrective actions are verified through additional student record reviews and review of off-site data, as needed.

- Annual reports on the LEAs progress on program improvement goals are submitted to the USOE during years 3, 4, and 5.
- Data on the UPIPS student record reviews are collected electronically, and both systemic and non-systemic compliance error reports are generated through the same system. This electronic data collection and management system has been developed under the GSEG grant from OSEP for the years 2000-2005. The Utah State Office of Education (USOE) has provided ongoing financial support for the development and maintenance of this system.
- Interview data from UPIPS on-site validation visits is aggregated electronically.
- The electronic management system for tracking the correction of compliance errors and annual reporting on LEA Program Improvement Goals has been developed.
- LEAs submit verification that all issues of noncompliance, systemic and non-systemic, are corrected as soon as possible, but in no case more than one year after identification.

#### USOE Data Collection and Storage Systems

USOE collects data from LEAs through a data clearinghouse, and the data are then stored in a data warehouse. LEAs submit various data to the clearinghouse throughout the year, including periodic uploads from their student information systems and statewide assessment results. The USOE collection and storage systems have several built-in mechanisms to ensure that data submitted are as accurate as possible. The following procedures explain these mechanisms:

- A data dictionary describes all data sets that are collected throughout the year and when such collections are made.
- Business rules ensure that all data collections have definitions, acceptable values, and missing data options. Most are sufficiently rigorous and do not allow for “free-form” input of data.
- Automatic data editing is employed by all online data entry systems. This requires that data pass through edit programs that produce lists of error reports.
- The clearinghouse and warehouse are based on a Secure Sybase Database management system which allows only limited direct access to selected IT staff with the USOE.

The majority of the data needed to develop state and federal special education reports is processed through these data systems. Beginning winter of 2006, all students were assigned a unique student identifier. This process will help to ensure a more accurate and secure process for assessment results.

Note: A list of acronyms used throughout the SPP is available in Appendix A.

**Part B State Performance Plan (SPP) for 2005-2010**

**Monitoring Priority:** Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

**Indicator 1-** Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

**Overview of Issue/Description of System or Process:**

Graduation rates for all students were calculated by dividing the number of graduates by the potential number of graduates plus the number of students exiting, beginning with 9<sup>th</sup> grade (based on December 1, 2002 child count). Graduates are those students who exited high school with a regular high school diploma.

Graduation requirements for all students, as defined in Utah State Office of Education Administrative Rule R277-705 adopted March 6, 2006, are as follows:

- School districts shall award differentiated diplomas to secondary school students as follows:
  - A high school diploma indicating on the diploma that a student successfully completed all state and district course requirements and passed all subtests of the Utah Basic Skills Competency Test (UBSCT);
  - A high school diploma indicating on the diploma that a student did not receive a passing score on all UBSCT subtests; the student shall have:
    - Met all state and district course requirements for graduation; and
    - Provided documentation of at least three attempts to take and pass all subtests of the UBSCT unless:
      - A student's IEP team has determined that the student's participation in statewide assessment is through Utah's Alternate Assessment (UAA).

Utah's Special Education Rules allows the IEP team to make changes to graduation requirements to meet the unique educational needs of students with disabilities (III.X(4))

Special education data are available from the clearinghouse on graduation rates of all students. LEAs submit data on all students who exit according to exit codes as defined in the data warehouse dictionary: Dropout (DO); High School Graduate-Regular Diploma (GR).

**Baseline Data for Federal Fiscal Year (FFY) 2004 (2004-2005):**

Regular education graduation rates were calculated by dividing the number of graduates by the potential number of graduates (12<sup>th</sup> grade) enrolled at the beginning of the 2004-2005 school year. Special education graduation rates were calculated using a similar method: the total number of special education graduates divided by the total number of potential graduates (12<sup>th</sup> grade up to age 22) as reported in the December 1, 2004 Child Count. This type of calculation seems to fit the OSEP reporting requirements as described in the instructions of reporting a 12-month interval on exit data.

### Event Graduation Rates 2004-2005

All Students	N = 29002/33889	85.58%
Students with IEPs	N = 1723/2461	70.01 %
% Difference		-15.57%

#### Discussion of Baseline Data:

Regular education students have always graduated at a higher rate than special education students in Utah. Over the past several years, special education students have had graduation rates ranging from 16-20% below that of students in regular education. Considering the trend table below, the data for the baseline year of 2004-2005 show the smallest difference between graduation rates for regular education and special education students. Special education students graduated with a regular diploma at a rate of 15.57% lower than regular education students.

### Graduation Rate Trend Data: 2003-2005

Year	2002-2003	2003-2004	2004-2005
All Students	N = 27,322/31,495 86.75 %	N = 28,574/32,641 87.54 %	N = 30,790/33,686 85.58%
Students with IEPs	N = 1759/2490 70.64 %	N = 1744/2438 71.54 %	N = 1723/2461 70.01%
% Difference	-16.11%	-16.0%	-15.57%

The graduation rate of special education students, at 70.01% in 2004-2005 school year, needs to be improved. The graduation rate of regular education students for the same period, at 85.58%, is also of concern.

#### Measurable and Rigorous Targets - Indicator 1

FFY	Measurable and Rigorous Targets
<b>2005</b> (2005-2006)	Increase the graduation rate of students with disabilities by 2% over previous year's graduation rate.
<b>2006</b> (2006-2007)	Increase the graduation rate of students with disabilities by 2% over previous year's graduation rate.
<b>2007</b> (2007-2008)	Increase the graduation rate of students with disabilities by 2% over previous year's graduation rate.
<b>2008</b> (2008-2009)	Increase the graduation rate of students with disabilities by 2% over previous year's graduation rate.
<b>2009</b> (2009-2010)	Increase the graduation rate of students with disabilities by 2% over previous year's graduation rate.
<b>2010</b> (2010-2011)	82% of students with disabilities will graduate with a regular diploma.

## Improvement Activities/Timelines/Resources - Indicator 1

Activity	Timeline	Resources
Organize a USOE Graduation and Drop Out Task Force (including SWD, Youth in Custody (YIC), Counseling, Minority Graduation, Career and Technical Education, (CTE), Migrant, Homeless, representative from Foster Care, and parents) to review literature, analyze district data, identify factors that encourage students to stay in school, and make recommendations on how to build local district capacity for improving graduation rate. This effort should align with Utah Performance Assessment System for Students (U-PASS) accountability efforts regarding graduation.	2005-06 <b>Completed and ongoing</b>	USOE staff, from Curriculum, CTE, Homeless, Migrant, Administration, Special Education, Evaluation and Assessment; LEA staff, parent representatives, representative from Foster Care.
Convene a representative focus group of secondary education students (middle and high school) with disabilities to collect feedback on what leads to graduation with a diploma.	2005-06	USOE and LEA staff, parent representatives; IDEA discretionary funds.
Train district level teams. <ul style="list-style-type: none"> <li>▪ <u>Purpose</u>: train research-based programs and strategies for effective school completion.</li> <li>▪ <u>Target audience</u>: curriculum directors, guidance counselors, special education directors, transition specialists, secondary special education and regular education teachers, parents</li> </ul>	2006-07	USOE staff from Curriculum, CTE, Homeless, Migrant, Administration, Special Education, Evaluation and Assessment; LEA staff, parent representatives, representative from Foster Care.
Consider policy and legislative recommendations from Task Force	2006-07	USOE staff; USBE; Interim Education Committee of State Legislature

Recommend to USOE that annual implementation of the Gates Foundation survey be part of the partnership with the University of Utah Education Policy Center.	Fall 2006	Hart Research Associates survey; University of Utah Education Policy Center; Graduation Drop Out Task Force
Prepare report for Utah State School Board outlining findings from Gates Foundation survey, state graduation/drop out rates over time, and recommendations.	Spring 2007	Graduation and Drop Out Task Force members; State School Board.
Gather graduation/drop out data for SWD from LEAs; rank LEAs based on graduation rates; select top 10 LEAs based on high graduation, low drop out rates.	Fall 2006	SEA staff; 618 exit reports; USOE data
Invite LEAs to self-assess, using 10 Effective Strategies developed by National Dropout Prevention Center.	Winter 2006	LEA Special Education Directors; SEA staff; National Dropout Prevention Center publications
Meet with selected LEAs to analyze self-assessment, determine specific strategies implemented in successful LEAs	Winter 2006	LEA Special Education Directors; SEA staff; National Dropout Prevention Center publications
Share successful strategies with all LEAs at Spring Administrative Meetings	Spring 2007	LEA Special Education Directors; SEA staff; National Dropout Prevention Center publications
Develop training targets, based on strategies previously identified; present to Consortium, Board and State Advisory Panel for input and direction for implementation	Summer 2007	SEA staff; Consortium Board, Utah State Advisory Panel, and Special Education Professional Development Improvement Grant
Implement training; monitor graduation and drop out rates	Ongoing	SEA staff; UPDC staff; 618 exit reports; USOE data
Evaluate the results of activities from 2005-07 and determine additional activities based on those data.	2007-2011	To be determined.

**Part B State Performance Plan (SPP) for 2005-2010****Monitoring Priority:** FAPE in the LRE

**Indicator 2-** Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

**Overview of Issue/Description of System or Process:**

Special education data are available from the clearinghouse on drop out rates of students with disabilities and their non-disabled peers. LEAs submit data on all students who exit according to exit codes as defined in the data warehouse dictionary. A summary of how the drop-out rates are calculated is included under Baseline Data for FFY 2004.

**Baseline Data for FFY 2004 (2004-2005):**

The drop out rate for both special education and regular education students was an event calculation for the year 2004-2005. The number of regular education drop outs was divided by the potential number of drop outs (all students 7<sup>th</sup> grade and above). Special education drop outs were divided by the potential number of drop outs (all students ages 14 and above on the December 1, 2004 Child Count). Because special education is required to include students with disabilities up through age 21 who have not graduated with a regular diploma, these calculations are as similar as possible for both special education and regular education students.

**Drop Out Rates for 2004-2005 School Year**

Regular Education	N = 6422/203889	3.15%
Special Education	N = 613/17218	3.56%
% Difference		+0.41

**Discussion of Baseline Data:**

Special education students have historically dropped out of school at a higher rate than regular education students. The baseline shows a difference of .41%, with the drop out rate of students with disabilities exceeding that of their non-disabled peers.

**Utah Drop Out Rate Trend Data: 2003-2005**

Year	2002-2003	2003-2004	2004-2005
Regular Education Students	N = 5894/201863 2.92 %	N = 6049/202319 2.99 %	N = 6422/203889 3.15%
Special Education Students	N = 543/16114 3.37%	N = 610/16483 3.70%	N = 613/17218 3.56%
% Difference	+0.45%	+0.71%	+0.41%

This difference in the rate is the lowest of the most recent four years shown in the trend table. The average drop out rate for students with disabilities over the past four years is 3.70%. The rate in the baseline year is 3.56%. It is noted that there is variation from year to year in the rates for both populations and in the difference. The overall trend for students with disabilities appears to be decreasing and increasing slightly for their non-disabled peers.

### **Measurable and Rigorous Targets – Indicator 2**

<b>FFY</b>	<b>Measurable and Rigorous Targets</b>
<b>2005</b> (2005-2006)	Reduce the percentage of students with IEPs dropping out of school by 2% of previous year's percentage.
<b>2006</b> (2006-2007)	Reduce the percentage of students with IEPs dropping out of school by 2% of previous year's percentage.
<b>2007</b> (2007-2008)	Reduce the percentage of students with IEPs dropping out of school by 2% of previous year's percentage.
<b>2008</b> (2008-2009)	Reduce the percentage of students with IEPs dropping out of school by 2% of previous year's percentage.
<b>2009</b> (2009-2010)	Reduce the percentage of students with IEPs dropping out of school by 2% of previous year's percentage.
<b>2010</b> (2010-2011)	Reduce the percentage of students with IEPs who drop out by 2% compared to the previous year's percentage, for an overall reduction of 10% in the 2004-05 baseline percentage of students with IEPs dropping out.



## Improvement Activities/Timelines/Resources – Indicator 2

Activities	Timeline	Resources
Organize a USOE Graduation and Drop Out Task Force (including SWD, Youth in Custody (YIC), Counseling, Minority Graduation, Career and Technical Education (CTE), Migrant, Homeless, representative from Foster Care, and parents) to review literature, analyze district data, identify factors that encourage students to stay in school, and make recommendations on how to build local district capacity for improving graduation rate. This effort should align with Utah Performance Assessment System for Students (U-PASS) accountability efforts regarding graduation	2005-06 <b>Completed and ongoing</b>	USOE staff, from Curriculum, CTE, Homeless, Migrant, Administration, Special Education, Evaluation and Assessment; LEA staff, parent representatives, representative from Foster Care.
Convene a representative focus group of secondary education students (middle and high school) with disabilities to collect feedback on what leads to dropping out: barriers, challenges, and other factors.	2005-06	USOE and LEA staff; IDEA discretionary funds
Train district level teams. <ul style="list-style-type: none"> <li>▪ <u>Purpose</u>: train research-based programs and strategies for effective drop out prevention.</li> <li>▪ <u>Target audience</u>: LEA curriculum directors, guidance counselors, special education directors, transition specialists, secondary special education and regular education teachers, parents.</li> </ul>	2006-07	USOE staff from Curriculum, CTE, Homeless, Migrant, Administration, Special Education, Evaluation and Assessment; LEA staff, parent representatives, representative from Foster Care.
Consider policy and legislative recommendations from Task Force.	2006-07	USOE staff; USBE; Interim Education Committee of State Legislature.
<b>Recommend to USOE that annual implementation of the Gates Foundation survey be part of the partnership with the University of Utah Education Policy Center.</b>	<b>Fall 2006</b>	<b>Hart Research Associates survey; University of Utah Education Policy Center; Graduation Drop Out Task Force</b>

Prepare report for Utah State School Board outlining findings from Gates Foundation survey, state graduation/drop out rates over time, and recommendations.	Spring 2007	Graduation and Drop Out Task Force members; State School Board.
Gather graduation/drop out data for SWD from LEAs; rank LEAs based on graduation rates; select top 10 LEAs based on high graduation, low drop out rates.	Fall 2006	SEA staff; 618 exit reports; USOE data
Invite LEAs to self-assess, using 10 Effective Strategies developed by National Dropout Prevention Center.	Winter 2006	LEA Special Education Directors; SEA staff; National Dropout Prevention Center publications
Meet with selected LEAs to analyze self-assessment, determine specific strategies implemented in successful LEAs	Winter 2006	LEA Special Education Directors; SEA staff; National Dropout Prevention Center publications
Share successful strategies with all LEAs at Spring Administrative Meetings	Spring 2007	LEA Special Education Directors; SEA staff; National Dropout Prevention Center publications
Develop training targets, based on strategies previously identified; present to Consortium Board and State Advisory Panel for input and direction for implementation	Summer 2007	SEA staff; Consortium Board; Utah State Advisory Panel
Implement training; monitor graduation and drop out rates	Ongoing	SEA staff; UPDC staff; 618 exit reports; USOE data
Evaluate the results of activities from 2005-07 and determine additional activities based on those data.	2007-2011	To be determined.

**Part B State Performance Plan (SPP) for 2005-2010****Monitoring Priority:** FAPE in the LRE

**Indicator 3-** Participation and performance of children with disabilities on statewide assessments: A. Percent of LEAs meeting the State's AYP objectives for progress for disability subgroup.

B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

**Overview of Issue/Description of System or Process:**

By law, all Utah students participate in the Core CRT program. Core assessments are administered annually in grades 1-11 in language arts, in grades 1-6 in math with additional course specific assessments in middle and secondary LEAs and in grades 4-8 in science with additional course specific assessments in middle and secondary LEAs. For purposes of AYP, Utah uses grades 3-8 and 10 to make calculations. By high school (grades 10-12), the courses in which Utah students are enrolled are quite varied; consequently, Utah does not have a single, grade-level test at the high school level.

Utah incorporates rigorous intermediate goals for the minimum percentage of students achieving Proficiency for AYP. A student subgroup, school, or LEA of 10 or more students must meet or exceed the annual measurable objective for reading/language arts and mathematics.

**State of Utah No Child Left Behind (NCLB)  
Adequate Yearly Progress (AYP)  
Annual Measurable Objectives  
Percent of All Students Achieving Proficiency**

	2002	2005	2007	2009	2011	2013	2014
Language Arts 3-8	65%	71%	77%	83%	89%	95%	100%
Mathematics 3-8	57%	64%	71%	78%	85%	92%	100%
Language Arts 10	64%	70%	76%	82%	88%	94%	100%
Mathematics 10-12	35%	47%	59%	72%	84%	96%	100%

Utah has defined appropriate accommodations for students with disabilities. The use of Core Criterion Referenced Tests (CRTs) has allowed for a variety of accommodations to be selected by the IEP team and still yield valid results that do not affect the test score interpretation.

For the past five years, Utah has implemented alternate assessments for students with the most significant cognitive disabilities. The purpose of the alternate assessment is to measure the achievement of students with disabilities against alternate academic achievement standards as defined by the State. Utah's Alternate Assessment (UAA) is designed for assessing students with severe disabilities, especially those with the most significant cognitive disabilities. Tasks for the UAA are linked to the core curriculum and based on the student's IEP goals.

Student achievement data is managed by the Utah State Office of Education Data Warehouse. Beginning fall of 2005, all students will be assigned a unique student identifier. This process will help to ensure a more accurate and secure process for assessment results.

### **Baseline Data for FFY 2004 (2004-2005):**

#### **A. LEAs Making Adequate Yearly Progress Based on Disability Subgroup 2004-05**

AYP in Language Arts	AYP in Math	AYP Overall
N= 38/57                      67%	N= 42/57                      74%	N= 25/57                      44%

The percent of LEAs meeting the State's AYP objectives for progress for the disability subgroup for 2004-05 is 44%.

#### **B. Participation Rates Students with Disabilities Grades 3-8 and 10, 2004-05: (see also attachment 6)**

	Math	Language Arts	% Math	% Lang Arts
a. # of children with IEPs in grades assessed	35,549	35,549	86.24%	91.91%
b. # of children with IEPs in regular assessment with no accommodations	16,788	17,361	47.22%	48.83%
c. # of children with IEPs in regular assessment with accommodations	11,559	12,968	32.51%	36.47%
d. # of children with IEPs in alternate assessment against grade level standards	0	0	0.00%	0.00%
e. # of children with IEPs in alternate assessment against alternate achievement standards	2,313	2,350	6.51%	6.61%
f. # of children with IEPs not assessed *	4,889	2,870	13.75%	8.07%

\*Students included in total number of children with IEPs in grades not assessed may reflect those who were absent, excused, withdrawn, participated in a modified assessment, or had otherwise invalid test scores.

**C. Proficiency Rates Students with Disabilities  
Grades 3-8 and 10, 2004-05 (Attachment 6 of APR Report)**

	Math	Language Arts	% Math	% Lang Arts
a. # of children with IEPs in grades assessed	35,549	35,549		
b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations	8,287	8,355	23.31%	23.50%
c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations	2,904	3,054	8.20%	8.59%
d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards	0	0	0.00%	0.00%
e. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards	1,823	1,960	5.13%	5.51%
Total Proficient	13,014	13,369	36.64%	37.60%

**Discussion of Baseline Data:**

- A. The percent of LEAs that made AYP in the students with disabilities subgroup has decreased from 86% in 2003-04 to 44% in 2004-05.
- B. The participation rate of students with disabilities in language arts has decreased from 93% in 2003-04 to 91% in 2004-05. The participation rate of students with disabilities in math has decreased from 87% in 2003-04 to 86% in 2004-05.
- C. The proficiency rate of students with disabilities in language arts has increased from 35.79% in 2003-04 to 37.60% in 2004-05. The proficiency rate of students with disabilities in math has increased from 33.29% in 2003-04 to 36.64% in 2004-05.

### Measurable and Rigorous Targets – Indicator 3

FFY	Measurable and Rigorous Targets
<p><b>2005</b> (2005-2006)</p>	<p>A. The percent of LEAs that made AYP in the students with disabilities subgroup will increase to 48% by 2005-06.</p> <p>B. The percent of students with disabilities participating in statewide assessments in language arts will increase to 95% by 2005-06. The percent of students with disabilities participating in statewide assessments in math will increase to 95% by 2005-06.</p> <p>C. The percent of students with disabilities who are proficient in language arts assessments will increase to 43% by 2005-06. The percent of students with disabilities who are proficient in math assessments will increase to 42% by 2005-06.</p>
<p><b>2006</b> (2006-2007)</p>	<p>A. The percent of LEAs that made AYP in the students with disabilities subgroup will increase to 54% by 2006-07.</p> <p>B. The percent of students with disabilities participating in statewide assessments in language arts will increase to 95% by 2006-07. The percent of students with disabilities participating in statewide assessments in math will increase to 95% by 2006-07.</p> <p>C. The percent of students with disabilities who are proficient in language arts assessments will increase to 51% by 2006-07. The percent of students with disabilities who are proficient in math assessments will increase to 50% by 2006-07.</p>
<p><b>2007</b> (2007-2008)</p>	<p>A. The percent of LEAs that made AYP in the students with disabilities subgroup will increase to 60% by 2007-08.</p> <p>B. The percent of students with disabilities participating in statewide assessments in language arts will increase to 97% by 2007-08. The percent of students with disabilities participating in statewide assessments in math will increase to 97% by 2007-08.</p> <p>C. The percent of students with disabilities who are proficient in language arts assessments will increase to 59% by 2007-08. The percent of students with disabilities who are proficient in math assessments will increase to 58% by 2007-08.</p>
<p><b>2008</b> (2008-2009)</p>	<p>A. The percent of LEAs that made AYP in the students with disabilities subgroup will increase to 66% by 2008-09.</p> <p>B. The percent of students with disabilities participating in statewide assessments in language arts will increase to 98% by 2008-09. The percent of students with disabilities participating in statewide assessments in math will increase to 98% by 2008-09.</p> <p>C. The percent of students with disabilities who are proficient in language arts assessments will increase to 64% by 2008-09. The percent of students with disabilities who are proficient in math assessments will increase to 63% by 2008-09.</p>

<b>2009</b> (2009-2010)	<p>A. The percent of LEAs that made AYP in the students with disabilities subgroup will increase to 72% by 2009-10.</p> <p>B. The percent of students with disabilities participating in statewide assessments in language arts will increase to 99% by 2009-10. The percent of students with disabilities participating in statewide assessments in math will increase to 99% by 2009-10.</p> <p>C. The percent of students with disabilities who are proficient in language arts assessments will increase to 72% by 2009-10. The percent of students with disabilities who are proficient in math assessments will increase to 71% by 2009-10.</p>
<b>2010</b> (2010-2011)	<p>A. The percent of LEAs that made AYP in the students with disabilities subgroup will increase to 78% by 2010-11.</p> <p>B. The percent of students with disabilities participating in statewide assessments in language arts will increase to 100% by 2010-11. The percent of students with disabilities participating in statewide assessments in math will increase to 100% by 2010-11.</p> <p>C. The percent of students with disabilities who are proficient in language arts assessments will increase to 80% by 2010-11. The percent of students with disabilities who are proficient in math assessments will increase to 79% by 2010-11.</p>

### **Improvement Activities/Timelines/Resources – Indicator 3**

The following activities are intended to address both participation and performance targets.

<b>Activities</b>	<b>Timeline</b>	<b>Resources</b>
Provide statewide professional development on literacy (reading) instruction and interventions for general and special educators	September 2006 and ongoing Completed (and ongoing)	USOE & UPDC Staff; contracted presenters, IDEA discretionary funds
Research best practices for numeracy instruction and interventions and create professional development activities for general and special educators	Spring 2006 and ongoing	USOE & UPDC Staff
Publish U-PASS Assessment Participation and Accommodations Policy and revise yearly to reflect new accommodation research. It will be posted on the USOE website.	Summer 2006 and ongoing Completed (and ongoing)	USOE Special Education Staff & USOE Assessment Staff, IDEA discretionary funds
Develop training materials on U-PASS Assessment and Participation and Accommodations Policy and post on USOE website.	Summer and Fall 2006	USOE Special Education Staff

Train at LEA request on U-PASS Assessment Participation and Accommodations Policy	September 2006 and ongoing	USOE Special Education Staff, USOE Assessment Staff, IDEA discretionary funds
Research an alternate assessment based on 2% flexibility under NCLB	<del>2006</del> -2007 and ongoing	USOE Special Education Staff, USOE Assessment Staff, contracted personnel, IDEA discretionary funds, state and federal assessment funds
Develop a statewide procedure for districts to ensure the state does not go over 1% on alternate assessments measured against alternate achievement standards	2007 and ongoing	USOE Special Education Staff
Participate with general education curriculum staff to develop a statewide framework for Literacy Instruction.	August 2005 – April 2006 Completed (and ongoing)	USOE & UPDC Staff; IDEA discretionary funds
Collaborate and publish Utah's 3 Tier Model of Reading Instruction K-12	2006-2007	USOE & UPDC Staff, IDEA discretionary funds
Develop process for identifying schools that consistently achieve AYP for students with disabilities subgroup, analyze effective instructional practices, and disseminate to other schools.	2006 and ongoing	USOE Special Education Staff, USOE Assessment Staff, USOE Curriculum Staff
Review current statewide math assessment procedures for secondary students to determine how to best involve all students.	2005-2007	USOE Special Education Staff, USOE Assessment Staff, USOE Curriculum Staff
Evaluate the results of activities from 2005-07 and determine additional activities based on those data.	2007-2011	To be determined.



**Part B State Performance Plan (SPP) for 2005-2010**

<b>Monitoring Priority:</b> FAPE in the LRE
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<b>Indicator 4-</b> Rates of suspension and expulsion:
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A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
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B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity. (new requirement) (20 U.S.C. 1416 (a)(3)(A); 1412 (a)(22))
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**Overview of Issue/Description of System or Process**

Utah 618 Table 5 data on short- and long-term suspensions and expulsions is collected annually from LEAs as required by OSEP. LEAs have a variety of internal systems for collecting and tracking data on suspensions and expulsions. Each LEA aggregates the data and submits it in written form to the SEA.

USOE utilizes a system called Research Institute for Safe and Effective Programs (RISEP) for gathering statewide safe school incidents data. The RISEP system is a secure, web-based data collection and reporting system to help educators to conduct needs assessment and to record incidents of disciplinary referral, violence, and substance abuse in an objective, accurate, and timely manner. The RISEP system currently can generate frequency reports of incidents by type of offense, filtered by district, school, date range, and special education classification. The system also generates summary tables for State-required end-of-year reports. This system has the potential to also generate accurate data on suspensions and expulsions of students receiving special education services in LEAs. Since the data warehouse also contains information on race and ethnicity, the implementation of the new unique statewide student identifier will allow the disaggregation of the suspension/expulsion data based on these variables to meet new requirements.

Utah has determined its definition of “significant discrepancy” based on a significant difference from the statewide mean rate of suspension/expulsion of students with disabilities across all LEAs. The rate of suspensions of more than 10 days for each LEA was calculated. The mean rate and the standard deviation were computed. Significant discrepancy was defined as two or more standard deviations from the mean.

**Baseline Data for FFY 2004 (2004-2005):**

Of the 41 LEAs in the data, three had a rate that differed significantly from the mean rate.

<b>Mean rate of suspensions/expulsion more than 10 days</b>	<b>Standard deviation</b>	<b>Significant discrepancy (2 SD)</b>	<b># of LEAs with significant discrepancy</b>
.44%	1.02	2.04	3

Additional details of the statewide suspension/expulsion data may be found in OSEP Table 5. This table will be completed as soon as the final form approved by Office of Management and Budget is provided to the SEA from OSEP.

A. % of districts with significant discrepancy in rate of suspensions and expulsions of students with disabilities	<b>7.3%</b>
B. % of districts with significant discrepancy in rate of suspensions and expulsions of students with disability by race and ethnicity.	<b>New requirement; baseline data collected 2005-06.</b>

**Discussion of Baseline Data:**

The data show that 7.3% of LEAs have rates of suspension/expulsion for more than 10 days that show a significant discrepancy from the mean rate for all LEAs in the state. Efforts to improve the accuracy of data collection on suspensions and expulsions of students with disabilities will be ongoing.

**Measurable and Rigorous Targets – Indicator 4**

<b>FFY</b>	<b>Measurable and Rigorous Targets</b>
<b>2005</b> (2005-2006)	A. Reduce number of districts with significant discrepancies 1%. B. To be determined after baseline data is collected.
<b>2006</b> (2006-2007)	A. Reduce number of districts with significant discrepancies 1%. B. To be determined after baseline data is collected.
<b>2007</b> (2007-2008)	A. Reduce number of districts with significant discrepancies 1%. B. To be determined after baseline data is collected.
<b>2008</b> (2008-2009)	A. Reduce number of districts with significant discrepancies 1%. B. To be determined after baseline data is collected.
<b>2009</b> (2009-2010)	A. Reduce number of districts with significant discrepancies 1%. B. To be determined after baseline data is collected.
<b>2010</b> (2010-2011)	A. Reduce number of districts with significant discrepancies by 1%, for an overall reduction of 6% compared to baseline year. B. To be determined after baseline data is collected.

#### Improvement Activities/Timelines/Resources – Indicator 4

Activities	Timeline	Resources
Enhance and expand Utah's Behavior Initiatives (UBI) in Utah. Continue to emphasize UBI trainings through adequate funding and training opportunities for districts and charter schools.	2005-2006 <b>Completed (and ongoing)</b>	IDEA Discretionary Funds, State Improvement Grant Funds, USOE Behavior Specialist, UPDC staff.
Build local capacity through partnership with the Utah State Improvement Grant for UBI District Positive Behavioral Support Pilots. Expand the capacity of LEAs to support social and academic behavioral outcomes for students. Establish system to achieve better learning outcomes while preventing problem behaviors from occurring.	2005-2006 <b>Completed (and ongoing)</b>	IDEA Discretionary Funds, State Improvement Grant Funds, USOE Behavior Specialist, UPDC Staff, State Improvement Grant Staff.
Develop a self assessment for districts to assess the continuum of behavioral supports for students struggling with emotional/behavioral difficulties.	2005-2006 <b>Completed (and ongoing)</b>	IDEA Discretionary Funds, State Improvement Grant Funds, USOE Behavior Specialist, UPDC Staff.
Review and revise Statewide Assistance Team (SWAT) process for students with the most severe behavior difficulties to ensure enhancing local capacity of LEAs to effectively enable these students to succeed in school.	2005-2006 and ongoing <b>Completed</b>	USOE Behavior Specialist, UPDC Staff, contracted behavior consultants, State Improvement Grant Staff.
Collaborate with USOE Curriculum Department to improve and expand use of Life Skills Curriculum.	2005-2006 and ongoing <b>Completed (with revisions)</b>	USOE Curriculum staff, USOE special education staff.
Refine RISEP data collection system to include IDEA-required data elements.	2005-2006 <b>Completed</b>	USOE Behavior Specialist, Safe and Drug Free Schools Coordinator, Safe and Drug Free Schools funds.
Utilize RISEP data to determine rates of suspension and expulsion.	2006-2007 <b>Completed</b>	USOE Behavior Specialist, Safe and Drug Free Schools Coordinator, Safe and Drug Free Schools funds.
<b>Collaborate with USOE Data Warehouse to improve data collection. Assist with Education Data Exchange Network (EDEN) system coming online at USOE</b>	<b>2006-2007</b>	<b>USOE Special Education Staff, USOE Data Warehouse Staff</b>
Evaluate the results of activities from 2005-07 and determine additional activities based on those data.	2007-2011 <b>Completed (and ongoing)</b>	To be determined.

**Part B State Performance Plan (SPP) for 2005-2010****Monitoring Priority:** FAPE in the LRE

**Indicator 4B-** Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

**Overview of Issue/Description of System or Process:**

Utah 618 Table 5 data on short and long-term suspension and expulsion is collected annually from LEAs as required by OSEP. LEAs have a variety of internal systems for collecting and tracking data on suspensions and expulsions. Each LEA aggregates the data and submits it in written form to the SEA.

Utah has determined its definition of “significant discrepancy” based on a significant difference from the state wide mean rate of suspension/expulsion of students with disabilities across all LEAs. The rate of suspensions of more than 120 days for each LEA was calculated. The mean rate and the standard deviation were computed. Significant discrepancy was defined as two or more standard deviations from the mean.

**Baseline Data for FFY 2005 (2005-2006):**

Baseline analysis of the data indicates 3% of LEAs with significant discrepancy in rate of suspensions and expulsions of student with disabilities by race and ethnicity.

**Discussion of Baseline Data:**

The data show that 3% of LEAs have rates of suspension/expulsion for more than 10 days that show a significant discrepancy from the mean rate for all LEAs in the state. Efforts to improve the accuracy of data collection on suspension and expulsion for with disabilities will be ongoing.

<b>FFY</b>	<b>Measurable and Rigorous Targets</b>
<b>2005</b> (2005-2006)	Baseline data: 3% of LEAs with significant discrepancy of rates in suspensions and expulsions of students with disabilities by race and ethnicity.
<b>2006</b> (2006-2007)	Maintain or reduce the % of LEAs with significant discrepancy in rate of suspensions and expulsions of student with disability by race and ethnicity.
<b>2007</b> (2007-2008)	Maintain or reduce the % of LEAs with significant discrepancy in rate of suspensions and expulsions of student with disability by race and ethnicity.
<b>2008</b> (2008-2009)	Maintain or reduce the % of LEAs with significant discrepancy in rate of suspensions and expulsions of student with disability by race and ethnicity.
<b>2009</b> (2009-2010)	Maintain or reduce the % of LEAs with significant discrepancy in rate of suspensions and expulsions of student with disability by race and ethnicity.
<b>2010</b> (2010-2011)	Maintain or reduce the % of LEAs with significant discrepancy in rate of suspensions and expulsions of student with disability by race and ethnicity.

#### **Improvement Activities/Timelines/Resources**

<b>Activities</b>	<b>Timeline</b>	<b>Resources</b>
Enhance and expand Utah's Behavior Initiatives (UBI) in Utah. Continue to emphasize UBI training through adequate funding and training opportunities for districts and charter schools.	2006-2011	IDEA Discretionary Funds, State Improvement Grant Funds, USOE Behavior Specialist, UPDC Staff.
Build local capacity through partnership with Utah State Improvement Grant for UBI District Positive Behavioral Support Pilots. Expand the capacity of LEAs to support social and academic outcomes for students. Establish system to achieve better learning outcomes while preventing problem behaviors from occurring.	2006-2011	IDEA Discretionary Funds, State Improvement Grant Funds, USOE Behavior Specialist, UPDC Staff.
Review and revise Statewide Assistance Team (SWAT) process for students with the most severe behavior difficulties to ensure enhancing local capacity of LEAs to effectively enable these students to succeed in school.	2006-2011	USOE Staff, UPDC Staff, Contracted Behavior Consultants
Collaborate with USOE Data Warehouse to determine more useful	2006-2011	USOE special education staff & USOE Data Warehouse staff

process for data collection on suspension and expulsion of students with in state. Assist in EDEN system coming online at USOE.		
Evaluate the results of activities from 2006-2007 and determine additional activities based on data.	Fall 2007-2011	IDEA Discretionary Funds, State Improvement Grant Funds, USOE Behavior Specialist, UPDC Staff.

**Part B State Performance Plan (SPP) for 2005-2010****Monitoring Priority:** FAPE in the LRE**Indicator 5-** Percent of children with IEPs aged 6 through 21:

A. Removed from regular class less than 21% of the day;

B. Removed from regular class greater than 60% of the day; or

C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

(20 U.S.C. 1416 (a)(3)(A))

**Overview of Issue/ Description of System or Process:**

The 2004-2005 baseline data for Indicator 5 are submitted following the same methodology as has been used in submitting 618 data as required by IDEA. The State of Utah has identified the need to make revisions in the data collection and reporting processes to ensure that 618 data regarding LRE are even more accurate and timely. As the system is revised and enhanced, the Utah State Office of Education anticipates possible revision of targets and activities in future submissions of the Annual Performance Report.

**Baseline Data for FFY 2004 (2004-2005):**

The 618 data report for the school year 2004-2005 indicate the following in terms of settings in which students with disabilities were served.

**Percent of Children (aged 6-21) Served in Differing Settings: 2004-2005**

Setting	Number	Percent
A. Removed from regular class less than 21% of the day.	N= 22174/52619	42.1%
B. Removed from the regular class greater than 60%.	N= 11289/52619	21.5%
C. Served in public or private separate schools, residential placements, or homebound or hospital placements.	<i>*N = 1826/52619</i>	<i>3.47%</i>

*\* The data submitted in the SPP were incorrect for setting C. They have been corrected here and the correct data is contained in the APR.*

**Discussion of Baseline Data:**

A. The data show that 42.1% of students with disabilities are removed from regular classes less than 21% of the school day. These data portray a higher percentage of students with disabilities removed from regular classes less than 21% of the school day than the previous three years.

B. The data also show that 21.5% of students with disabilities are removed from the regular class greater than 60% of the school day. These data are consistent over a three year time period.

C. Furthermore, the data show that 3.47% of students with disabilities are served in public or private separate school, residential placements or homebound or hospital placements. These data are also consistent over a three year time period.

### Measurable and Rigorous Targets – Indicator 5

FFY	Measurable and Rigorous Target
<b>2005</b> (2005-2006)	<p>A. The percentage of students with disabilities removed from regular class less than 21% of the day will increase by 3% over previous school year</p> <p>B. The percentage of students with disabilities removed from regular class greater than 60% of the day will decrease by 3% over previous school year.</p> <p>C. The percentage of students with disabilities served in public or private separate schools, residential placements or homebound or hospital placements will decrease by 0.1% over previous school year.</p>
<b>2006</b> (2006-2007)	<p>A. The percentage of students with disabilities removed from regular class less than 21% of the day will increase by 2% over previous school year.</p> <p>B. The percentage of students with disabilities removed from regular class greater than 60% of the day will decrease by 2% over previous school year.</p> <p>C. The percentage of students with disabilities served in public or private separate schools, residential placements or homebound or hospital placements will decrease by 0.1% over previous school year.</p>
<b>2007</b> (2007-2008)	<p>A. The percentage of students with disabilities removed from regular class less than 21% of the day will increase by 1% over previous school year.</p> <p>B. The percentage of students with disabilities removed from regular class greater than 60% of the day will decrease by 1% over previous school year</p> <p>C. The percentage of students with disabilities served in public or private separate schools, residential placements or homebound or hospital placements will decrease by 0.1% over previous school year.</p>
<b>2008</b> (2008-2009)	<p>A. The percentage of students with disabilities removed from regular class less than 21% of the day will increase by 1% over previous school year.</p> <p>B. The percentage of students with disabilities removed from regular class greater than 60% of the day will decrease by 1% over previous school year.</p> <p>C. The percentage of students with disabilities served in public or private separate schools, residential placements or homebound or hospital placements will decrease by 0.1% over previous school year.</p>
<b>2009</b> (2009-2010)	<p>A. The percentage of students with disabilities removed from regular class less than 21% of the day will increase by 1% over previous school year.</p> <p>B. The percentage of students with disabilities removed from regular class greater than 60% of the day will decrease by 1% over previous school year.</p> <p>C. The percentage of students with disabilities served in public or private separate schools, residential placements or homebound or hospital placements will decrease by 0.1% over previous school year.</p>
<b>2010</b> (2010-2011)	<p>A. The percentage of students with disabilities removed from regular class less than 21% of the day will increase by 1% over previous school year.</p> <p>B. The percentage of students with disabilities removed from regular class greater than 60% of the day will decrease by 1% over previous school year.</p> <p>C. The percentage of students with disabilities served in public or private separate schools, residential placements or homebound or hospital placements will decrease by 0.1% over previous school year.</p>



**Improvement Activities/Timelines/Resources-Indicator 5**

All activities listed in chart are applicable to settings A, B, and C. The intensity and comprehensiveness of activities in each category are based on LEA needs for continued support regarding LRE issues.

<b>Activities</b>	<b>Timeline</b>	<b>Resources</b>
Further align Utah LRE definitions with Federal definitions	September, 2005 <b>Completed</b>	USOE Staff, Special Education Data Manager
Provide LEAs with LRE data collection form and training to LEAs at State Data Conference	October, 2005 <b>Completed</b>	USOE Staff, Special Education Data Manager
Provide regional trainings to LEAs' data input personnel	4 trainings: November, 2005 through February, 2006 <b>Completed</b>	USOE Staff Special Education Data Manager
Work with data clearinghouse manager to design electronic data collection mechanism that integrates LRE data into warehouse for 2006-07 school year.	September, 2005-April, 2006 <b>Completed</b>	USOE Staff Data warehouse staff
Provide technical assistance to LEAs on data collection	2005-2011 <b>Completed (and ongoing)</b>	USOE Staff, Special education Data Manager
Collaborate to provide state wide conferences for all educators regarding classroom management, instruction, school wide and targeted interventions to support students in LRE.	2005-2011 <b>Completed (and ongoing)</b>	USOE and UPDC staff, IDEA Discretionary Funds
Collaborate on program development of tiered instruction for all educators to support students in LRE	September, 2005 <b>Completed (and ongoing)</b>	USOE and UPDC staff, IDEA Discretionary Funds
An ad hoc committee of USOE, staff of special school for students with sensory impairments and district representatives will be formed to clarify roles, responsibilities and provide direction for professional development for staff at service unit	September 2005 and ongoing	USOE Staff, Special School Staff
Additional technical assistance will be provided to the special school for students with sensory impairments	September 2005 and ongoing	USOE Staff, Special School Staff

Participate with general curriculum staff to develop a state wide framework for literacy instruction including targeted interventions and assessment to ensure LRE for students.	August, 2005-February, 2006 <b>Completed (and ongoing)</b>	USOE and UPDC staff
Provide IDEA discretionary funds to LEAs to enhance services for students in LRE.	September, 2005—ongoing <b>Completed (and ongoing)</b>	USOE staff, IDEA Discretionary Funds
Collaborate in the publication of a technical assistance document for all educators which describes the statewide framework for literacy instruction	August, 2005 – February, 2006 <b>Completed (and ongoing)</b>	USOE and UPDC staff, IDEA Discretionary Funds
Collaborate with Comprehensive Guidance to train educators in behavior management strategies and targeted interventions to ensure LRE for students with disabilities	September, 2005 <b>Completed (and ongoing)</b>	USOE and UPDC staff
Provide to LEAs summary of LRE data to be used in self assessment and verification portions of the UPIPS monitoring process	2005-2011 <b>Completed (and ongoing)</b>	USOE staff
Evaluate the results of activities and determine additional LRE needs based on those data	2006-2011	USOE staff
<b>Monitor to verify that any indicated slippage was indeed the result of correcting a data problem.</b>	<b>2006-2007 and ongoing</b>	<b>Data manager</b>
<b>Continue to monitor the data to determine additional activities that will result in meeting targets.</b>	<b>2006-2007 and ongoing</b>	<b>Data manager and USOE staff</b>

**Part B State Performance Plan (SPP) for 2005-2010****Monitoring Priority:** FAPE in the LRE

**Indicator 6-** Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).  
(20 U.S.C. 1416 (a)(3)(A))

**Overview of Issue/Description of System or Process:**

LEAs will annually collect information about settings in which preschool children receive special education and related services. The data on preschool LRE is submitted electronically from LEAs through the USOE data clearinghouse. From the clearinghouse, the data flows into the warehouse, from which the 618 reports are extracted annually. Reports are sent to LEAs for verification prior to submission of the 618 reports to OSEP.

The preschool environments used in the references to “settings with typically developing peers” are: Typical Early Childhood Setting, Part-time Early Child/Special Education, and Reverse Mainstreaming.

**Baseline Data for FFY 2004 (2004-2005):**

The 2004-2005 baseline data show that 55.5% of preschool children with IEPs received special education and related services in settings with typically developing peers.

**Discussion of Baseline Data:**

Although the definitions for preschool settings are changing and will require a new baseline, the data listed in the chart below demonstrate a promising trend toward preschool LRE.

**Utah Pre-School Settings 2004-2005**

	A. Typical Early Childhood Setting	B. Early Childhood Special Education	C. Home	D. Part-time Early Child/Speci al Education	E. Residential Facility	F. Separate School	G. Itinerant Service outside the Home	H. Reverse Mainstreaming
2002- 2003 N = 6381	N = 2058 32.25%	N = 2535 39.73%	N = 17 0.27%	N = 96 1.50%	N = 0 0%	N = 561 8.79%	N = 514 8.06%	N = 600 9.40%
2003- 2004 N = 6733	N = 2606 38.70%	N = 2112 31.37%	N = 25 0.37%	N = 83 1.23%	N = 0 0%	N = 521 7.74%	N = 639 9.49%	N = 747 11.09%
2004- 2005 N = 7221	N = 2967 41.09%	N = 1977 27.38%	N = 19 0.26%	N = 100 1.38%	N = 0 0%	N = 554 7.67%	N = 662 9.17%	N = 942 13.05%

- Utah Preschool Placement data for the past 3 years have shown good movement toward the IDEA emphasis on the requirement for LRE in preschool as a result of ongoing training and technical assistance to local districts.
- 2003-2005 data indicate an 8.84% increase in the percentage of children served in typical Early Childhood settings (32.25% to 41.09%).
- The national average of preschool children served in typical early childhood settings is 38%. Utah exceeds the national average by 3 percentage points and is continuing to move in the direction of serving more preschoolers in less restrictive environments.
- 55.5% of students are educated with typical peers when all inclusive environments are combined. These data indicate a 12.4% increase in inclusive settings compared with 2002-2003 data.

#### **Measurable and Rigorous Targets – Indicator 6**

<b>FFY</b>	<b>Measurable and Rigorous Targets</b>
<b>2005</b> (2005-2006)	Increase the percentage of preschool children with IEPs who receive special education and related services in settings with typically developing peers to 56%.
<b>2006</b> (2006-2007)	Increase the percentage of preschool children with IEPs who receive special education and related services in settings with typically developing peers to 56.5%.
<b>2007</b> (2007-2008)	Increase the percentage of preschool children with IEPs who receive special education and related services in settings with typically developing peers to 57%
<b>2008</b> (2008-2009)	Increase the percentage of preschool children with IEPs who receive special education and related services in settings with typically developing peers to 57.5%.
<b>2009</b> (2009-2010)	Increase the percentage of preschool children with IEPs who receive special education and related services in settings with typically developing peers to 58%.
<b>2010</b> (2010-2011)	Increase the percentage of preschool children with IEPs who receive special education and related services in settings with typically developing peers to 58.5 %.

### Improvement Activities/Timelines/Resources – Indicator 6

Activities	Timeline	Resources
Complete Utah's Preschool LRE Technical Assistance Manual to provide guidance on preschool environments and inclusive settings	April 2006 <b>Completed</b>	Part B 619 Coordinator, Mountain Plains Regional Resource Center (MPRRC) Staff, Part B 619 discretionary funds
Present the LRE Manual to the LEA directors for input into a professional development component based on the LRE Manual.	May 2006 <b>Completed.</b>	Part B 619 Coordinator, UPDC Staff, LRE Committee, Preschool Coordinators.
Develop a training component based on the LRE Manual.	May 2006- August 2006	619 Coordinator, MPRRC, UPDC Staff, Data Manager, Preschool Coordinators, LRE Committee, Discretionary funds
Provide professional development to LEAs on LRE. Provide the manual on the USOE website.	September 2006- May 2007	619 Coordinator, UPDC Staff, Discretionary Funds
Analyze LRE data and provide technical assistance and training to districts with the least inclusive settings.	September 2006- May 2007	619 Coordinator, UPDC Staff, Discretionary Funds
<b>New activities will be developed after new codes provide baseline information</b>	<b>February 2007</b>	<b>619 Coordinator</b>
Annually provide training and technical assistance to LEAs based on an analysis of LRE data.	May 2007-2011	619 Coordinator, Data manager.

**Part B State Performance Plan (SPP) for 2005-2010****Monitoring Priority:** FAPE in the LRE**Indicator 7-** Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

**Indicator 7:** Response to required action. OSEP letter dated March 15, 2006.

The review of sampling plans articulated in a letter dated February 14, 2006 indicates that Utah's sampling plan needed to be corrected to include all LEAs with  $n \geq 50,000$  included in sample each year. Utah has revised its sampling plans to include all LEAs with  $n \geq 50,000$  students each year. However, for this indicator sampling will not be used.

**Overview of Issue/Description of System or Process:**

For the 2004-2005 school year Utah State Office of Education contracted with Early Intervention Research Institute (EIRI) to design a method for assessing outcomes for preschoolers. EIRI was to expand their project for the 2005-2006 school year to include a larger sample size as well as to assess the students as they exit preschool programs. EIRI was unable to complete the project. Therefore, a new method of collection was developed and implemented.

With stakeholder input, a collection system was developed that would only support 3 OSEP categories. In July 2005, using sampling, districts throughout Utah collected and reported baseline data to the Utah State Office of Education from the 2005-2006 school year using the yes/no option.

In October 2006 a stakeholder group met to change the data collection system to meet the new requirements. Since stakeholders wanted to use multiple evaluation measures, it was decided to use the Child Outcome Summary Form (COSF) which is the tool developed by the Early Childhood Outcome Center (ECO), using definitions, guidelines, training materials, and other resources developed by ECO. Working with the ECO Center, some minor non-substantive modifications were made to the COSF retaining the ECO process in tact. With ECO's permission Utah's form and process was changed to Utah Preschool Outcomes Data (U-POD). Since the system for collecting preschool outcomes was changed in September all LEAs were given until December 1, 2006 to collect the data from students who entered programs between July 1, 2006 and September 30, 2006. The number of students that entered during that time frame will be small, therefore, sampling was ruled out and all LEAs will participate yearly in the U-POD process. The process is outlined below.

Methods used for data collection:

- The U-POD form is a state wide form that will be kept in the students' file. (The form has been renamed but the process and definitions are the same as developed by the ECO Center.)
- LEAs selected the data sources that will be used to collect preschool outcome data.

- LEAs submitted a list of data sources that may be used to collect data to Utah State Office of Education. That documentation is kept with the UPIPS monitoring off-site data information.
- It must be a team that determines students' ratings on each outcome.
- Teams that determine the student rating are documented on the U-POD form.
- The team documents which data sources were used on the U-POD form.

#### Data Collection:

- 2005-2006 "Entry" data was collected from all LEAs on students entering the programs from July 1, 2006 to September 30, 2006.
- Exit Data will start in FFY 2007 and will be collected from all students who exit the preschool special education program if student is in the program at least 6 months.
- There are two points of data collection. Data collection periods will be within 6 weeks of eligibility and when the student exits the preschool special education program.
- Data collection for all students will be documented using the state form, Utah Preschool Outcomes Data (U-POD) and retained in the students file.
- Categories 6 and 7 on the preschool outcomes scale define typical or same age peers.
- LEAs report entry and exit data every June 30<sup>th</sup> to Utah State Office of Education.
- Since there are 7 points on the U-POD rating scale, data will be translated using the ECO calculator, to determine the 5 OSEP categories.
- The U-POD process will be validated for fidelity. U-POD questions have been added to the UPIPS monitoring system and as LEAs are monitored for compliance, the U-POD process will be authenticated.

#### Baseline Data for FFY 2005 (2005-2006):

##### Entry Data

	<b># of Students Rated typical or same- age peers U-POD Rating 6 and 7</b>	<b># of Students Rated Below same-age peers U-POD Rating 5,4,3,2, and 1</b>
<b>A.</b>	144	913
<b>B.</b>	111	946
<b>C.</b>	216	841

#### Discussion of Baseline Data:

- Baseline data were taken for each new student entering special education preschool from July 1, 2006 through September 30, 2006.
- Baseline Data are divided by the ratings on U-POD that would be considered functioning at age level, which is #6 and #7, and those students that are functioning below age level, which is indicated by 5,4,3,2, and 1.
- Using the training scenarios, inter-rater reliability was high. Teams were trained and are using the rating scales accurately with congruence among teams using the process, leading to a belief that there are valid results.

<b>FFY</b>	<b>Measurable and Rigorous Targets</b>
<b>2005</b> (2005-2006)	Data submitted by all LEAs December 1, 2006 to establish a baseline
<b>2006</b> (2006-2007)	Targets to be determined.
<b>2007</b> (2007-2008)	Targets to be determined.
<b>2008</b> (2008-2009)	Targets to be determined.
<b>2009</b> (2009-2010)	Targets to be determined.
<b>2010</b> (2010-2011)	Targets to be determined.

#### **Improvement Activities/Timelines/Resources**

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>
Complete Early Childhood Guidelines	Completed	Part B 619 Coordinator, USOE Staff, and Stakeholder input.
Train preschool personnel on Pre-K Guidelines.	Completed July 2006 and ongoing through 2011	Part B 619 Coordinator, USOE Staff, and UPDC Staff IDEA Discretionary funds.
Collect pre-test data on entering students 2005-06.	Completed	EIRI and Districts, IDEA Discretionary funds.
Develop U-POD form	Completed	Stakeholders, UPDC staff, and Part B 619 Coordinator
Develop U-POD training	Completed	UPDC staff, and Part B 619 Coordinator
Develop U-POD collection tool for Entry Data	Completed	Part B 619 Coordinator
Collect Entry Data from students entering during the 2005 school year.	August 2006	Districts, and Part B 619 Coordinator
Develop a new system to measure student outcomes.	September 2006	Part B 619 Coordinator, USOE Staff, UPDC staff, and ECO Center,
Develop additional U-POD training	October 2006 - 2011	ECO Center, UPDC preschool specialist, and Part B 619 Coordinator



Train LEA personnel on preschool student outcomes system.	October 2006 - 2011	Part B 619 Coordinator, USOE Staff, UPDC preschool specialist.
Provide technical assistance to LEAs as they administer new preschool outcome system.	June 2006- June 2011	Part B 619 Coordinator, UPDC preschool specialist.
Exit data will be collected on all students who entered after July 1, 2006, and were in the program at least 6 months, and exit the program by June 30, 2007	June 2006, 2007, 2008, 2009, 2011	Part B 619 Coordinator and all LEAs
Provide 2 regional focus groups for stakeholders to provide input on U-POD targets and process.	September 2007- May2008	Stakeholders and Part B 619 Coordinator
Develop a tool that allows for feedback into U-POD process, analyze feedback and revise process as needed.	May 2007 and annually until 2011	Part B 619 Coordinator and UPDC preschool specialist, and USOE Data staff

**Part B State Performance Plan (SPP) for 2005-2010****Monitoring Priority: FAPE in the LRE**

**Indicator 8-** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416 (a)(3)(A))

**Indicator 8:** Response to required action. OSEP letter dated March 15, 2006. The review of sampling plans articulated in a letter dated February 14, 2006 indicated that Utah's sampling plan needed to be corrected to include all LEAs with  $n \geq 50,000$  each year. Utah has revised its sampling plan to include all LEAs with  $n \geq 50,000$  students each year.

**Overview of Issue/Description of System or Process:**

Overview: Parents of students with disabilities are surveyed annually to determine if they perceive that schools facilitate parent involvement as a means of improving services and results for children with disabilities. Probability sampling with weighting was used to ensure that results of the survey could be generalized to the entire population.

Survey Instrument: A questionnaire called the "Parent Survey" was developed based upon a review of over ten surveys currently used in surrounding states and by the National Center for Special Education Accountability Monitoring (NCSEAM). The newly developed survey incorporated many important elements from those surveys and consists of 36 questions. The resultant survey is a manageable document for parents. It uses a dichotomous scale (yes or no) rather than a Likert scale, because the questions focus on whether or not particular events occurred. The draft survey was subjected to an informal validation procedure. A small sample of parents, parent advocates, special education personnel, and school administrators responded to the survey, and the draft was revised into its final form based on their feedback. The parent survey will provide data for this indicator, and will also serve as an additional data source regarding parental input and participation for the state's monitoring process.

Target Population: The target population was the parents of all students with disabilities enrolled in public schools in Utah during the 2005-06 school year.

Sampling Frame: The sampling frame was the list of 60,089 students identified by LEAs as having an IEP in the December 2005 collection of student unit records via the USOE Data Clearinghouse. This was the same source used by the USOE to report special education counts to the U.S. Department of Education for the same school year.

Sample Design: Students were selected to the sample using a multistage stratified cluster design. In the first stage, LEAs, which served as the clusters, were stratified into three primary sampling units (PSU) by size and/or governance — regular school districts with 50,000 or more students, other regular school districts, and charter schools (which all function as their own agencies in Utah). LEAs in the first PSU were selected with certainty and will be included every year. LEAs in the other two PSUs were selected according to their turn as part of a cohort in a five year monitoring cycle. In the second stage, students in the selected clusters or LEAs with fewer than 100 special education students were sampled with certainty. For each of the other LEAs, the sample size calculator at [www.surveysystem.com/sscalc.htm](http://www.surveysystem.com/sscalc.htm) was used to determine the minimum sample size which would provide an estimate within a range of plus or minus 5% at a

95% confidence level, as recommended by the U.S. Department of Education. Students within these LEAs were stratified by disability and ethnic status, and certain strata were selected with certainty or over sampled to obtain reliable estimates for low-incidence disabilities categories and ethnic minorities at the state level.

**Weighting:** The 2,504 students in the sample were assigned base weights which reflected the differential probability of their selection to the sample according to their membership in one of the possible combinations of primary sampling unit, cluster and demographic stratum. After data were collected, base weights for respondents were adjusted to account for nonresponse and represent the entire population. In other words, the weights originally assigned to the 1,911 nonrespondents were allocated across respondents and the final weights of the 593 respondents sum to the population.

**Administration of the Questionnaire:** USOE mailed letters explaining the purpose of the survey and blank questionnaires to parents of selected students. A self-addressed stamped envelope was included with each questionnaire to facilitate the return of the completed questionnaire. Each questionnaire was arbitrarily coded to uniquely identify the student. Parents whose preference was Spanish in communications with the LEA were sent a Spanish translation prepared by the USOE Educational Equity section. In addition, a Spanish-speaking representative was available by telephone for parent questions.

**Data Coding:** Two designated representatives at the USOE were trained and assigned to receive the returned questionnaires. A database was created in Microsoft Excel to record each response. A code was used to input yes, no, and no response responses for each unique student for whom a completed questionnaire was received. Handwritten comments were compiled for additional information for USOE use. By using both representatives to input and cross-check data, data coding accuracy was ensured.

**Response Rate and Representativeness:** Usable responses were received for 593 students, producing an effective response rate of 23.7%. Based on federal requirements, the analysis included 42 categories across five variables — gender, age group, ethnicity, disability, and local education agency (which indicates rurality among other things). All LEAs were represented in the sample.

**Statistical Analysis:** Responses were weighted to represent the entire population, and the percentage answering “yes” to each item for each category of interest was calculated with a technique similar to multiple regression with dummy variables (Multiple Classification Analysis-MCA) to control the potentially confounding effects of all other categories in the analysis.

#### Baseline Data for FFY 2005 (2005-2006):

Baseline analysis of the questionnaire data indicates that 91% of parents agreed that “my school facilitates my involvement as a means of improving services and results for my child with disabilities.” From the larger questionnaire of 36 questions, a subset of eleven items specifically designed to measure this issue was identified. The subset was selected by a focus group of SEA staff and contractors. This subset of questions was analyzed with MCA and expressed in standard deviations after composite scores derived from factor analysis on the subset were calculated for respondents.

FIGURE 1: Parent Survey Subset Questions

Subset Question Number	Question
1	Did you receive a copy of your procedural safeguards (parent's rights)?
3	If you speak a language other than English, does the school communicate with you in that language?
6	Did the evaluation team listen to and consider your input?
7	Were you invited to a meeting to discuss the results of your child's evaluation?
8	Was the IEP meeting scheduled at a mutually agreeable time?
14	Did you feel the team asked for and used your input on goals and objectives for your child's IEP?
26	Do you receive periodic reports on your child's progress toward IEP goals?
31	Does the school empower you to have a positive effect on the quality of your child's program?
32	Does the school facilitate opportunities for you to provide input about your child's education other than at IEP meetings?
33	Is there a school-home communication system in place that provides you the opportunity to exchange important information about your student as often as necessary?
34	Does your school facilitate your involvement as a means of improving services and results for your child with disabilities?

#### Discussion of Baseline Data:

The 91% was determined by weighting the 593 survey respondents to represent the target population (of 60,089 students); excluding the 43 respondents (representing 4,206 students) who did not answer either "yes" or "no" to this item; dividing the weighted number of respondents who indicated agreement (48,747) by the total number of respondents (55,883); and multiplying by 100.

<b>FFY</b>	<b>Measurable and Rigorous Targets</b>
<b>2005</b> (2005-2006)	Collect baseline data (91%) and set targets and improvement activities.
<b>2006</b> (2006-2007)	Maintain baseline (91%) regarding the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
<b>2007</b> (2007-2008)	Increase from previous year by 0.1% regarding the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
<b>2008</b> (2008-2009)	Increase from previous year by 0.1% regarding the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
<b>2009</b> (2009-2010)	Increase from previous year by 0.1% regarding the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
<b>2010</b> (2010-2011)	Increase from previous year by 0.1% regarding the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

**Improvement Activities/Timelines/Resources:**

<b>Activities</b>	<b>Timeline</b>	<b>Resources</b>
Administer parent survey.	Spring each year	USOE staff, USOE support personnel, IDEA discretionary funds
Collect, record, and aggregate data from parent survey.	Summer each year	USOE staff, USOE support personnel, IDEA discretionary funds
Compare data collected to sampling plan to ensure adequate sample size and address issue of non-responders, if applicable.	Ongoing	USOE staff, contract personnel
Analyze data to determine areas that need improvement and areas of commendation.	Ongoing	USOE staff, contract personnel
Report data analysis results to LEAs annually.	Fall 2007-2011	USOE staff
Report data analysis results to Utah Parent Center annually.	Fall 2007-2011	USOE staff
Facilitate a focus group of LEAs and Utah Parent Center to determine effective maintenance strategies, effective practices and areas for improvement.	Fall 2007	USOE staff

Disseminate effective maintenance strategies and effective practices to LEAs.	Fall 2007	USOE staff
Establish and publish performance objectives for the items which fall below the state average or target.	Spring 2007 - 2011	USOE staff

**Part B State Performance Plan (SPP) for 2005-2010****Monitoring Priority:** Disproportionality

**Indicator 9-** Percent districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.  
(20 U.S.C. 1416 (a)(3)(A))

**Overview of Issue/Description of System or Process:**

It was determined after the December 1, 2005 child count was completed and submitted to OSEP, and risk ratios were applied to all State and LEA data that a change was needed in determining a standard of significance pertaining to disproportionality for the State of Utah. In Utah's SPP we reported that we would use + or – 0.3 from the perfect risk ratio of 1.0 to determine significant disproportionality for Utah. Since the submission of the SPP we have reevaluated our data and have decided to use + or – 0.5 instead of 0.3 due to the number of small LEAs in Utah. Using the 0.5 risk ratio, we were able to target half of our LEAs for further evaluation of identification processes. The change in risk ratio gives us a better description of the small rural districts and Charter schools where small numbers tend to skew the data. Because of this process we are confident that the identification processes in the State ensure that racial and ethnic groups in special education are not over or under represented.

**Baseline Data for FFY 2005 (2005-2006):**

Thirty-six of 72 LEAs had one or more risk ratios that were above the + or – 0.5 risk ratio. After a careful review, 0.00% of inappropriate identification was found.

**Discussion of Baseline Data:**

The use of the alternate risk ratio as suggested in the Westat technical assistance document allowed the USOE to look carefully to ensure small district and large districts were adequately reviewed. As reported above, we did find that 36 of the state's 72 LEAs were found to have one or more risk ratios that were above our + or – 0.5 risk ratio.

A careful review of all 36 LEAs that were above or below the + or – 0.5 risk ratio was conducted. The procedures included a review of policy and procedure manuals, and UPIPS monitoring data including student files, evaluation and identification procedures, and interviews with teachers, administrators, parents and students. It was determined that none of the LEAs had any significant disproportionality based on inappropriate identification. (0.00% inappropriate identification)

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005</b> (2005-2006)	The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that are the result of inappropriate identification will be 0%
<b>2006</b> (2006-2007)	The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that are the result of inappropriate identification will be 0%
<b>2007</b> (2007-2008)	The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that are the result of inappropriate identification will be 0%
<b>2008</b> (2008-2009)	The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that are the result of inappropriate identification will be 0%
<b>2009</b> (2009-2010)	The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that are the result of inappropriate identification will be 0%
<b>2010</b> (2010-2011)	The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that are the result of inappropriate identification will be 0%

**Improvement Activities/Timelines/Resources:**

<b>Activities</b>	<b>Timeline</b>	<b>Resources</b>
Determine a Standard of significance pertaining to disproportionality for Utah	October 2005- December 2005 Completed	USOE Staff
Apply risk ratio formula to disaggregated 618 data at LEA and State levels.	February 2006 Completed	USOE Staff
Analyze disaggregated 618 data	April 2006 Completed	USOE Staff
Identify LEAs with a disproportionate representation of racial and ethnic groups in special education	April 2006  Completed	USOE Staff
Using a review of policies and procedures as well as monitoring data, determine if the disproportionality could be the result of inappropriate identification practices	January 2006 and Ongoing Completed for 2005	USOE Staff
Provide training to identified LEAs on evaluation and eligibility determination procedures	2005-2011	USOE Staff, IDEA discretionary funds
Continue to collect, disaggregate, and compare 618 data	2005-2011	USOE Staff



Monitor LEAs that were targeted for further evaluation to ensure sustainability of 0.00% disproportionality.	2006-2011	USOE Staff
Provide follow up technical assistance and/or sanctions based on identification of policies, procedures, and practices that lead to inappropriate identification	2005-2011	USOE Staff
Collaborate to provide state wide conferences for all educators regarding classroom management, instruction, school wide and targeted intervention to support students in LRE	2005-2011	USOE, and UPDC Staff, IDEA Discretionary Funds
Collaborate on program development of tiered instruction for all educators to support students in LRE	September 2005 Ongoing	USOE, and UPDC Staff, IDEA Discretionary Funds
Participate with general curriculum staff to develop a state wide framework for literacy instruction including targeted interventions and assessment to ensure LRE for Students	August 2005- February 2006  Ongoing	USOE and UPDC Staff
Collaborate in the publication of a technical assistance document for all educators which describes the statewide framework for literacy instruction.	August 2005- February 2006	USOE and UPDC Staff, IDEA Discretionary Funds
Collaborate with Comprehensive Guidance to train educators in behavior management strategies and targeted interventions to ensure LRE for students with disabilities.	September 2005	USOE and UPDC Staff

**Part B State Performance Plan (SPP) for 2005-2010****Monitoring Priority:** Disproportionality

**Indicator 10-** Percent districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.  
(20 U.S.C. 1416 (a)(3)(C))

**Overview of Issue/Description of System or Process:**

It was determined after the December 1, 2005 child count was completed and submitted to OSEP, and risk ratios were applied to all State and LEA data that a change was needed in determining a standard of significance pertaining to disproportionality for the State of Utah. In Utah's SPP we reported that we would use + or – 0.3 from the perfect risk ratio of 1.0 to determine significant disproportionality for Utah. Since the submission of the SPP we have reevaluated our data and have decided to use + or – 0.5 instead of 0.3 due to the number of small LEAs in Utah. Using the 0.5 risk ratio, we were able to target 27 of 72 LEAs for further evaluation of identification processes based on review of SLD, CD, ED, OHI, ID, and AUT data. Careful reviews were conducted of the remainder of the disability categories. Because of this process we are confident that the identification processes in the State ensure that racial and ethnic groups are not over or under represented in specific disability categories.

**Baseline Data for FFY 2005 (2005-2006):**

Twenty-seven of 72 LEAs had one or more risk ratios that were above + or – 0.5 risk ratio in the disability categories of SLD, CD, ED, OHI, ID, and AUT. After a careful review, 0.00% inappropriate identification was found.

**Discussion of Baseline Data:**

The use of the alternate risk ratio as suggested in the Westat technical assistance document allowed us to look carefully to ensure small district and large districts were adequately reviewed. As reported above, we did find that 27 of 72 LEAs had one or more risk ratios that were above + or – 0.5 risk ratio in the disability categories of SLD, CD, ED, OHI, ID, and AUT. After a careful review of the identification process in all LEAs using UPIPS Monitoring data, 0.00% inappropriate identification was found. The review procedures included a review of policy and procedure manuals, and the UPIPS monitoring data, including student files, evaluations and identification procedures, and interviews with teachers, administrators, parents and students.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005</b> (2005-2006)	The percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories as the result of inappropriate identification will be 0%
<b>2006</b> (2006-2007)	The percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories as the result of inappropriate identification will be 0%
<b>2007</b> (2007-2008)	The percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories as the result of inappropriate identification will be 0%
<b>2008</b> (2008-2009)	The percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories as the result of inappropriate identification will be 0%
<b>2009</b> (2009-2010)	The percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories as the result of inappropriate identification will be 0%
<b>2010</b> (2010-2011)	The percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories as the result of inappropriate identification will be 0%

**Improvement Activities/Timelines/Resources:**

<b>Activities</b>	<b>Timeline</b>	<b>Resources</b>
Determine a standard of significance pertaining to disproportionality for Utah	October 2005- December 2005 Completed	USOE Staff
Apply risk ratio formula to disaggregated 618 data at LEA and State levels.	February 2006 Completed	USOE Staff
Analyze disaggregated 618 data	April 2006 Completed	USOE Staff
Identify LEAs with a disproportionate representation of racial and ethnic groups in special education	April 2006  Completed	USOE Staff
Using a review of policies and procedures as well as monitoring data, determine if the disproportionality could be the result of inappropriate identification practices	January 2006 and Ongoing Completed for 2005	USOE Staff
Provide Training to identified LEAs on evaluation and eligibility determination procedures	2005-2011	USOE Staff, IDEA discretionary funds
Continue to collect, disaggregate, and compare 618 data	2005-2011	USOE Staff

Monitor LEAs that were targeted for further evaluation to ensure sustainability of 0.00% disproportionality.	2006-2011	USOE Staff
Provide follow up technical assistance and/or sanctions based on identification of policies, procedures, and practices that lead to inappropriate identification	2005-2011	USOE Staff
Collaborate to provide state wide conferences for all educators regarding classroom management, instruction, school wide and targeted intervention to support students in LRE	2005-2011	USOE, and UPDC Staff, IDEA Discretionary Funds
Collaborate on program development of tiered instruction for all educators to support students in LRE	September 2005 Ongoing	USOE, and UPDC Staff, IDEA Discretionary Funds
Participate with general curriculum staff to develop a state wide framework for literacy instruction including targeted interventions and assessment to ensure LRE for Students	August 2005- February 2006  Ongoing	USOE and UPDC Staff
Collaborate in the publication of a technical assistance document for all educators which describes the statewide framework for literacy instruction.	August 2005- February 2006	USOE and UPDC Staff, IDEA Discretionary Funds
Collaborate with Comprehensive Guidance to train educators in behavior management strategies and targeted interventions to ensure LRE for students with disabilities.	September 2005	USOE and UPDC Staff

**Part B State Performance Plan (SPP) for 2005-2010****Monitoring Priority:** Effective General Supervision Part B/ Child Find**Indicator 11-** Percent of children with parental consent to evaluate, who were evaluated and the evaluation completed within 60 days.  
(20 U.S.C. 1416 (a)(3)(B))**Overview of Issue/Description of System or Process:**

The initial evaluation/eligibility timeline used by the state remains the IDEA-established 60 days. USOE uses data collected during the annual state monitoring process (UPIPS) to determine if initial eligibility determination was made within 60 days of parental consent. LEAs are selected for state monitoring after being assigned to a cohort based upon location and size. The balance of the number and size of school districts and charter schools in each year of the five year cycle has been previously determined so that the resources of the USOE can meet the needs of the required activities. Each LEA is monitored each year throughout the five years. The UPIPS monitoring process places increased responsibility on each LEA by involving them in a continuous cycle of identification and improvement. In Year 1, the LEA is charged with involving key stakeholders in the development of a Self-Assessment Report that analyzes the LEA's effectiveness in ensuring compliance and improving results for students. The LEA then develops a Corrective Action Plan (CAP) and Program Improvement Plan (PIP) that targets areas identified as needing improvement and aligns those identified areas with LEA interventions designed to correct them. During Year 2, based upon an off-site review of the LEA data, submitted as part of the Self-Assessment Report and from annual 618 data, an on-site visit may be scheduled in which random student files will be reviewed for each visited LEA to collect additional data that validate the accuracy of the LEAs' self-collected data and to determine if improvement efforts, as part of the CAP and PIP, have been successful. Years 3-5 of the UPIPS process tracks the status of each LEAs' CAP and PIP, including the correction of identified compliance errors. The CAP is evaluated each year for evidence of completion of activities and results of those activities are then verified through additional student file reviews and 618 data. Some LEAs may have multiple on-site visits based upon their annual data.

The computerized file review program (UPIPS-SRR) used in the monitoring process, and which is available for individual LEA use, has been modified to collect data on initial evaluation timelines, including the range of days and reasons for exceeding the timeline, when applicable. Files of both students determined eligible for special education and students determined not eligible for special education are reviewed annually by both the USOE and LEAs.

**Baseline Data for FFY 2005 (2005-2006):**

76% of all reviewed files documented initial eligibility was determined within 60 days of receipt of parental consent.

**Discussion of Baseline Data:**

During the 2005-2006 school year, files of students receiving an initial evaluation (regardless of final eligibility decision) were reviewed as part of the UIPS monitoring process. During the 2005-2006 school year, 22 LEAs were monitored for this requirement through either self-assessments or on-site visits. 42 files were reviewed; consent from parents to evaluate was received for 42 students, and 34 students were found eligible for services under IDEA. There were 10 findings of noncompliance on the initial evaluation 60-day timeline (2 of the findings were for students later found not eligible) in 6 LEAs. The 6 LEAs were notified that the noncompliance would have to be corrected within one year, and the State will do a follow-up to ensure that the LEAs have corrected their procedures regarding this timeline. Of the 10 initial evaluations that exceeded 60 days, one evaluation was completed in 62 days and the lengthiest evaluation took 138 days, with the average number of days of evaluation at 87.3. Reasons were not documented by LEAs for exceeding the timeline. The need for this documentation has been and will continue to be reinforced in upcoming LEA trainings, state meetings, and by formal letter. LEAs will also be notified that USOE will be requesting documentation of reasons for exceeding the timeline.

All LEAs were notified of the timeline requirement during state meetings held on June 23, 2005, September 15-16, 2005 and November 2-3, 2006. The timeline requirement was also included in all SEA trainings.

<b>FFY</b>	<b>Measurable and Rigorous Targets</b>
<b>2005</b> (2005-2006)	One hundred (100) percent of children with parental consent to evaluate were evaluated and eligibility determined within 60 days.
<b>2006</b> (2006-2007)	One hundred (100) percent of children with parental consent to evaluate were evaluated and eligibility determined within 60 days.
<b>2007</b> (2007-2008)	One hundred (100) percent of children with parental consent to evaluate were evaluated and eligibility determined within 60 days.
<b>2008</b> (2008-2009)	One hundred (100) percent of children with parental consent to evaluate were evaluated and eligibility determined within 60 days.
<b>2009</b> (2009-2010)	One hundred (100) percent of children with parental consent to evaluate were evaluated and eligibility determined within 60 days.
<b>2010</b> (2010-2011)	One hundred (100) percent of children with parental consent to evaluate were evaluated and eligibility determined within 60 days.

### Improvement Activities/Timelines/Resources:

Activities	Timeline	Resources
Update state monitoring computerized file review program (UPIPS-SRR) to include specific questions regarding initial evaluation timeline.	Completed	USOE staff, contract personnel, IDEA discretionary funds
Train state monitoring file reviewers on UPIPS-SRR program changes with regard to 60-day timeline for initial evaluations with respect to timelines, eligibility, and documenting range/reasons if timeline is exceeded.	Completed	USOE staff, USOE contract reviewers, IDEA discretionary funds
Inform/train LEAs of new data collection requirements regarding initial evaluations with respect to timelines, eligibility, and range/reasons if timeline is exceeded.	September 2005 – ongoing	USOE staff, UPDC staff, IDEA discretionary funds
Monitor for initial evaluation timelines within each LEA and document reasons timeline was exceeded, if applicable.	October 2005-ongoing	USOE staff, contract reviewers, IDEA discretionary funds
Analyze monitoring data regarding initial evaluations with respect to timelines, eligibility, and documenting range/reasons if timeline is exceeded.	October 2005-ongoing	USOE staff
Provide LEA level data to LEAs on their status regarding initial evaluations timelines, eligibility, and range/reasons if timeline is exceeded.	October 2005 - ongoing	USOE staff
Train special education teachers statewide on initial evaluation timeline requirements.	September 2005-ongoing	USOE staff
Develop a Monitoring Steering Committee with representation from charter schools, small districts, medium districts, large districts, parents of students with disabilities, and representation from the Utah Special Education Advisory Committee. The Monitoring Steering Committee will provide feedback with the development of a “Framework for Assistance and Interventions,” which will specify enforcement actions.	Summer 2006-Spring 2007	USOE staff, IDEA discretionary funds
Revise State Special Education Rules to include 60-day timeline.	Fall 2006-May 2007	USOE staff, UPDC staff, IDEA discretionary funds

Develop and disseminate a parent training manual, in conjunction with the Utah Parent Center, which clarifies the evaluation process, including timeline requirements, as well as the school and parent responsibilities.	January 2007 - ongoing	USOE staff, UPC staff
Provide statewide training for special education teachers, related service providers, evaluators on updated Utah State Special Education Rules.	June 2006-ongoing	USOE staff, UPDC staff, IDEA discretionary funds
Enhance Corrective Action Plan (CAP) requirements to require additional LEA level training and an additional review of student files to determine evaluation timelines, reasons timelines were not met (if applicable), and the development/implementation of LEA actions to overcome the identified reasons so that evaluations are completed within timelines.	Fall 2006-Spring 2006	USOE staff
Provide follow-up training to LEAs, as needed, based upon ongoing monitoring results regarding initial evaluation timelines.	2005-2011	USOE staff , UPDC staff, IDEA discretionary funds
Implement focused monitoring process to provide additional technical assistance and review LEAs that continue to not meet targets.	2007 - ongoing	USOE staff , IDEA discretionary funds



**Part B State Performance Plan (SPP) for 2005-2010****Monitoring Priority:** Effective General Supervision Part B/ Effective Transition**Indicator 12-** Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416 (a)(3)(B))**Overview of Issue/Description of System or Process:**

Part C collects and reports data on the number of Part C students who were referred for Part B evaluation and found either eligible or not eligible for Part B services prior to their third birthdays. Additionally, the UPIPS monitoring system identifies the number of students who are found eligible and receiving FAPE by their 3<sup>rd</sup> birthday. UPIPS data will also reflect any students found eligible after the third birthday and reasons for the delay. Utah has received a GSEG grant to develop a method to collect more accurate and complete transition information. Part C is implementing a training process that supports a new electronic system for gathering data in order to account for children served by Part C and referred to Part B. In addition, the new system will track Part C students for whom eligibility for Part B has not been determined.

Beginning in 2006, Part B will collect data through the UPIPS monitoring process on students being referred from Part C and the Part B results, as well as the number of students receiving FAPE by age 3. The number of files reviewed for students referred from Part C will be increased and transition data will be provided for all children referred from Part C to Part B.

**Baseline Data for FFY 2004 (2004-2005):****Pre-School Services - UPIPS File Review 2003-2004****Chart A**

Monitoring Questions	Yes	No	Total Files
FAPE made available to eligible students by third birthday	87.5%	12.5%	8
IEP in effect by third birthday	87.5%	12.8%	8

Data from the UPIPS monitoring process indicate that approximately 87.5% of Part B eligible students are identified and receiving services on or before their third birthday.

**Analysis of Part C, Part B comparisons 2003-2004****Chart B**

Part C eligible exiting 3 year olds Referred to Part B	Part B identified as eligible	Part B identified as not eligible	Not identified as eligible or not eligible
1,273 children	1004children	126 children	143 children

11% of the children transitioning from Part C to Part B were not tracked by Part B or Part C.

According to Part C data, a total of 1130 children were referred to Part B. A total of 1004 children were found eligible. Out of the 892 children found eligible, Part B data indicates 87% were found eligible and had an IEP in effect by their 3<sup>rd</sup> birthday.

## Pre-School Services - UPIPS File Review 2004-2005

**Chart C**

Monitoring Questions	Yes	No	Total Files
FAPE made available to eligible students by third birthday	64%	36%	25
IEP in effect by third birthday	64%	36%	25

Data from the Part B monitoring process, UPIPS, indicates that approximately 64% of Part B eligible students were identified and had an IEP in effect on or before their third birthday.

## Analysis of Part C, Part B comparisons 2004-2005

**Chart D**

Part C eligible exiting 3 year olds referred to Part B	Part B identified as eligible	Part B identified as not eligible	Not identified as eligible or not eligible
1,319 children	892 children	171 children	256 children

19% of the children transitioning from Part C to Part B were not tracked by Part B or Part C.

According to Part C data, a total of 1063 children were referred to Part B. A total of 892 children were found eligible by Part B. A random sampling of the 892 children found eligible, indicates 64% were found eligible and had an IEP in effect on or before their 3<sup>rd</sup> birthday.

### Discussion of Baseline Data:

During the 2004-2005 school year, the UPIPS monitoring program was changed in the area of Early Childhood to collect more accurate information as well as to increase the total number of files reviewed. The number of Early Childhood files reviewed was increased to a total of 44; however, only 25 of those were students referred from Part C. Subsequent to the collection of data from districts during the 2004-05 school year, a problem was identified that resulted in incomplete information. This caused the appearance of slippage in the rate of serving students by their 3<sup>rd</sup> birthday. Corrections to UPIPS have been made and data collection will be more accurate in the future.

The 2004 data from Part C shows that 19% of students were not tracked. Part C has done individual training with providers on how to report data and it has lead to more accurate data collection. **Part B will collect verification data beginning in 2006-07.** Beginning in 2004-05, Part C and Part B have been meeting with stakeholders to determine strategies to make transitions more effective.

<b>FFY</b>	<b>Measurable and Rigorous Targets</b>
<b>2005</b> (2005-2006)	One hundred (100) percent of children referred by Part C prior to age 3, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays.
<b>2006</b> (2006-2007)	One hundred (100) percent of children referred by Part C prior to age 3, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays.
<b>2007</b> (2007-2008)	One hundred (100) percent of children referred by Part C prior to age 3, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays.
<b>2008</b> (2008-2009)	One hundred (100) percent of children referred by Part C prior to age 3, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays.
<b>2009</b> (2009-2010)	One hundred (100) percent of children referred by Part C prior to age 3, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays.
<b>2010</b> (2010-2011)	One hundred (100) percent of children referred by Part C prior to age 3, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays.

### **Improvement Activities/Timelines/Resources**

<b>Activities</b>	<b>Timeline</b>	<b>Resources</b>
Develop a system/method for Part B to collect transition student data.	October 2005	Part B 619 Coordinator, Preschool Coordinators, USOE staff
Continue to meet with Part C quarterly to coordinate information to improve transition for students and families.	August 2003 and ongoing	Part B 619 Coordinator, Part C Specialist
Develop and implement an electronic system to track students from Part C to Part B more effectively.	January 2007	Part B 619 Coordinator, USU staff, Part C Specialist, GSEG grant
Provide LEAs training on eligible, not eligible, and IEP in effect by 3 <sup>rd</sup> birthday	August 2007-2010	Utah State Office of Education 619 Coordinator, UPDC preschool specialist.
Track LEAs that did not reach the target of 100%	February 2006 and ongoing thru 2010	Utah State Office of Education 619 Coordinator, and UPDC preschool specialist

Work with Part C data specialist to identify districts and providers that need state technical assistance and/or training on transitions.	March 2006	Part B 619 Coordinator, Part C Specialist
Develop an electronic way to collect data.	February 2007 – August 2007	Utah State Office of Education 619 Coordinator
Train LEAs on the data collection method.	October 2007 – June 2008	Utah State Office of Education 619 Coordinator and data system personnel.
Develop a new Memorandum of Understanding with Part C upon approval of new state special education rules.	December 2007	Part B 619 Coordinator, Director of Special Education, Director Part C.

**Part B State Performance Plan (SPP) for 2005-2010****Monitoring Priority:** Effective General Supervision Part B/ Effective Transition

**Indicator 13-** Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.  
(20 U.S.C. 1416 (a)(3)(B))

**Overview of Issue/Description of System or Process:**

USOE collected data from state monitoring. Utah's monitoring system, Utah's Program Improvement Planning System (UPIPS), operates on a five- year cycle. LEAs were selected for state monitoring after being assigned to a cohort based upon location and size. The balance of the number and size of school districts and charter schools in each year of the five year cycle has been previously determined so that the resources of the USOE can meet the needs of the required activities. Charter schools enter the cohort during their second year of operation. The objectives of UPIPS are to:

- Ensure a meaningful and continuous process that focuses on improving academic and social outcomes for students with disabilities.
- Connect LEA and school improvement efforts with IDEA requirements.
- Support each LEA in the process of self-assessment and evaluation of compliance and program effectiveness.
- Link program improvement activities with personnel development training.

The activities in the UPIPS five-year cycle are:

- Year 1: Self-assessment and development of program improvement plan
- Year 2: Implementation of self-assessment findings and possible on-site validation visit from USOE
- Year 3: Implementation of program improvement plan and corrective action plan; verification of results of corrective actions
- Year 4: Continued implementation of program improvement plan and corrective action plan; verification of results of corrective actions
- Year 5: Continued implementation of program improvement plan and corrective action plan; verification of results of corrective actions

LEAs are required to report correction, and submit evidence of that correction, of any identified systemic and non-systemic compliance errors on the corrective action plan (CAP) within one year of receiving written notification of non-compliance. LEAs may gather the file review data or may request USOE assistance to gather the required data. CAP updates are required to be submitted annually.

The 2005 revision of UPIPS provides for additional levels of SEA support for LEAs with continuing uncorrected compliance issues during previous UPIPS cycles, creating a process that is differentiated by results.

While continuing the monitoring of IDEA compliance, renewed focus is on the systematic evaluation of the impact of special education services on student achievement. Thus, this model has shifted from the previous emphasis of episodic procedural monitoring to one of active strategic planning and continuous improvement within the framework of compliance.

**Baseline Data for FFY 2005 (2005-06):**

Baseline data indicate that 78% of LEAs (29 of 37 LEAs) monitored that served transition aged students, met compliance requirements.

**Discussion of Baseline Data:**

Data from UPIPS monitoring indicated that 78% of the LEAs monitored met the compliance requirements for transition IEPs, based on the file review instrument in place at the time. The file review instrument was developed in response to IDEA 2004 requirements, as effective July 1, 2005: the instrument was implemented with the first LEA visits in early Fall 2005 and continued with all LEA monitoring visits during the school year. Information received later in 2005-2006 from NSTTAC through the Indicator 13 checklist, and OSEP through the IDEA 2004 final regulations, gave additional direction that resulted in modification of the file review instrument that will be used during 2006-2007. In addition, the data collection system was modified to more accurately report the data required for this indicator.

<b>FFY</b>	<b>Measurable and Rigorous Targets</b>
<b>2005</b> (2005-2006)	Baseline data collection
<b>2006</b> (2006-2007)	One hundred (100) percent of youth aged 16 and above, in LEAs monitored, have an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.
<b>2007</b> (2007-2008)	One hundred (100) percent of youth aged 16 and above, in LEAs monitored, have an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.
<b>2008</b> (2008-2009)	One hundred (100) percent of youth aged 16 and above, in LEAs monitored, have an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.
<b>2009</b> (2009-2010)	One hundred (100) percent of youth aged 16 and above, in LEAs monitored, have an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.
<b>2010</b> (2010-2011)	One hundred (100) percent of youth aged 16 and above, in LEAs monitored, have an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.

### Improvement Activities/Timelines/Resources:

Activities	Timeline	Resources
Determine criteria for coordinated, measurable annual IEP goals and transition services	Winter, 2005 Completed	SEA staff, NSTTAC
Update state monitoring computerized file review program to include specific questions regarding coordinated, measurable annual IEP goals and transition services	Winter, 2005 Completed	Contractor, IDEA discretionary funds
Train state monitoring file reviewers to recognize coordinated, measurable annual IEP goals and transition services	Winter, 2005 Completed	SEA staff
Monitor for coordinated, measurable annual IEP goals and transition services.	Winter, 2005-Spring, 2006 Completed	SEA staff, contracted staff, IDEA discretionary funds, LEAs in UPIPS cohort, UPIPS SRR software
Analyze monitoring data regarding coordinated, measurable annual IEP goals and transition services	Winter, 2005-Spring, 2006 Completed	SEA staff, UPIPS SRR software
Modify state monitoring computerized file review program and data collection system as needed to reflect changes in IDEA 2004 and Indicator 13 requirements.	Summer, 2006 Completed	Contractor, IDEA discretionary funds
Provide training to secondary special education teachers statewide to write IEPs containing coordinated, measurable annual IEP goals and transition services	Spring, 2006 - Fall, 2007 - Ongoing	State transition specialist, LEA staff, LEA special education director and special education staff
Re-collect data on LEA compliance status after training	Spring, 2007 - Ongoing	SEA staff, LEA staff, UPIPS contracted staff, UPIPS SRR software
Provide training opportunities, designed to meet transition requirements, to LEAs in self-assessment year	Spring 2007 - Ongoing	SEA staff, LEA staff, UPIPS contracted staff, UPIPS SRR software
Provide follow-up training as needed based upon ongoing monitoring results regarding coordinated, measurable annual IEP goals and transition services	Ongoing	SEA staff, LEA staff, UPIPS contracted staff, UPIPS SRR software
Follow up to monitor correction of non-compliance to ensure 100% compliance within one year.	2006-2007 and ongoing	SEA staff, LEA staff, UPIPS contracted staff, UPIPS SRR software



**Part B (3)**

Utah

State

**Part B State Performance Plan (SPP) for 2005-2010**

**Monitoring Priority:** Effective General Supervision Part B/ Effective Transition

**Indicator 14-** Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.  
(20 U.S.C. 1416 (a)(3)(B))

**Overview of Issue/Description of System or Process:**

A request for proposals, developed by USOE/Special Education staff, was issued in October, 2006 requesting submission of proposals to collect data from all school leavers, who had been served under an IEP, in 2004-2005. The RFP included background information about the State Performance Plan and Annual Progress Report requirements, including specific information about Indicator 14. Student “leavers” were defined as those who have either graduated with a diploma, reached maximum age, dropped out during the school year, or did not return to school for the current year. The RFP specified that USOE/Special Education would provide the contact information for all school “leavers” and the survey that would be used to collect the required information. One award would be made for a three year contract, with the possibility of extension of the contract for the duration of the current SPP. USOE will review contractor performance annually in the following areas: reports submitted by deadlines; reports meet specifications outlined in the RFP; protection of confidential information; and thoroughness of information and data collected.

Proposals were to be submitted to USOE/Special Education by end of work, November 3, 2006. The five proposals received were reviewed by USOE/Special Education staff and the decision was made to offer the contract to the Mountain Plains Regional Resource Center (MPRRC). Funding for the project will be available January 1, 2007 with all work to be completed and the final report to be submitted by the MPRRC to USOE/Special Education on December 1, 2007.

There are four districts in Utah with over 50,000 students; one district has less than 150 students enrolled. In 2004-2005, the largest district had approximately 400 “leavers”, while the smallest district reported no students, who had IEPs, leaving during that same year. In order to be able to provide the LEAs with data that could be used for program planning specific to that LEA, and with the relatively small number of “leavers” annually, the decision was made to use a census survey for all but the four large LEAs, rather than sampling. Survey recipients from the largest LEAs will be selected using a sampling process developed by MPRRC staff: this sample will be weighted to assure that the sample selected will be representative of each LEA. The MPRRC will be responsible for contacting all students who had IEPs and who had left school during the 2004-2005 school year. The USOE and the MPRRC will annually evaluate continued use of the census, rather than sampling LEAs.

Student information for OSEP reports is regularly submitted to USOE by LEAs and stored in the USOE Data Clearinghouse; reports are generated from the Clearinghouse. Data generated for this survey include: student name, birth date, gender and ethnicity, last known telephone number, disability based on special education disability eligibility, LEA, and exit code. The MPRRC will use this information to contact all students; the surveyor will interview the

student (18 or older), the student (under 18) and parent, or the parent if the student is unable or unavailable to be interviewed. Interviews will be conducted using a telephone survey annually between April 1 and September 30, beginning April, 2007.

The survey instrument is designed to gather post-school outcomes in the required areas; students' involvement in competitive employment or post-secondary school, or both. Competitive employment is defined as full ( $\geq 35$  hours/week) or part time ( $< 35$  hours/week) employment in an integrated/community setting at or above the minimum wage, but not less than the compensation and level of benefits that the same employer pays other workers doing the same job who do not have disabilities. Surveyors will ask if the individual is receiving less than minimum wage, minimum wage, or more than minimum wage and if the pay and level of benefits is the same as others doing the same job, as far as the individual knows (this is based on Utah Division of Rehabilitative Services procedures for determination of competitive employment status). Post-secondary school may be a high school completion program (e.g. Adult Education or G.E.D. program), short-term education or employment training program (e.g. WIA, Job Corps), vocational/technical school, community college or other 2-year college, college/university (4-year college), or church mission or other humanitarian service. The last option was included because of the significant number of Utah young men and women serving church missions and the extensive training provided.

#### **Baseline Data for FFY 2005 (2005-2006):**

Student information for OSEP reports is regularly submitted to USOE by LEAs and stored in the USOE Data Clearinghouse; reports are generated from the Clearinghouse. Data generated for this survey includes: student name, birth date, gender and ethnicity, last known telephone number, disability based on special education disability eligibility, LEA, and exit code. Baseline data will be available Dec. 1, 2007.

#### **Discussion of Baseline Data:**

Baseline data, available December 1, 2007, will be used to determine targets.

<b>FFY</b>	<b>Measurable and Rigorous Targets</b>
<b>2005</b> (2005-2006)	
<b>2006</b> (2006-2007)	Collect baseline data and set targets and improvement activities
<b>2007</b> (2007-2008)	Target to be determined
<b>2008</b> (2008-2009)	Target to be determined
<b>2009</b> (2009-2010)	Target to be determined
<b>2010</b> (2010-2011)	Target to be determined

**Part B State Performance Plan (SPP) for 2005-2010****Monitoring Priority:** Effective General Supervision Part B/ General Supervision**Indicator 15-** General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification. (20 U.S.C. 1416 (a)(3)(B))**Overview of Issue/Description of System or Process:****A. Noncompliance related to monitoring priority areas**

USOE will collect data from state monitoring related to noncompliance in monitoring priority areas. These monitoring priority areas include: FAPE in the LRE, Parental Involvement, Disproportionality, General Supervision, and Transitions. In response to the OSEP APR findings letter, Utah will provide additional focus through the UPIPS Monitoring Process to identify and resolve issues of noncompliance in the area of Parental Involvement. Each cohort in the UPIPS, Utah's special education monitoring system, is representative of the statewide population. Districts and charter schools have been divided into five cohorts of approximately equal overall student numbers, based on total enrollment in the LEA. Each cohort contains large, medium, and small-sized districts; rural, suburban, and urban districts; as well as elementary and secondary charter schools. Four cohorts contain one district with a student population of 50,000 or more; the fifth cohort contains two large districts totaling over 50,000. Each LEA is on a five-year cycle, with specific required activities conducted each year. Data will be collected during LEA self-assessments, on-site visits, and survey results. LEAs will be notified of instances of noncompliance through formal reports and correspondence and given a one year time period in which to correct the noncompliance. Correction of systemic and non-systemic noncompliance will be verified through written submission of corrective actions taken, as well as internal monitoring data collected by either the LEA or the state monitoring team.

**B. Noncompliance related to areas not included in the above monitoring priority areas**

USOE will collect data from state monitoring related to noncompliance in areas not included in the state monitoring priority areas, which include: At-Risk Documentation, Least Restrictive Behavioral Interventions (LRBI), and caseload limits. Data will be collected as indicated in section A.

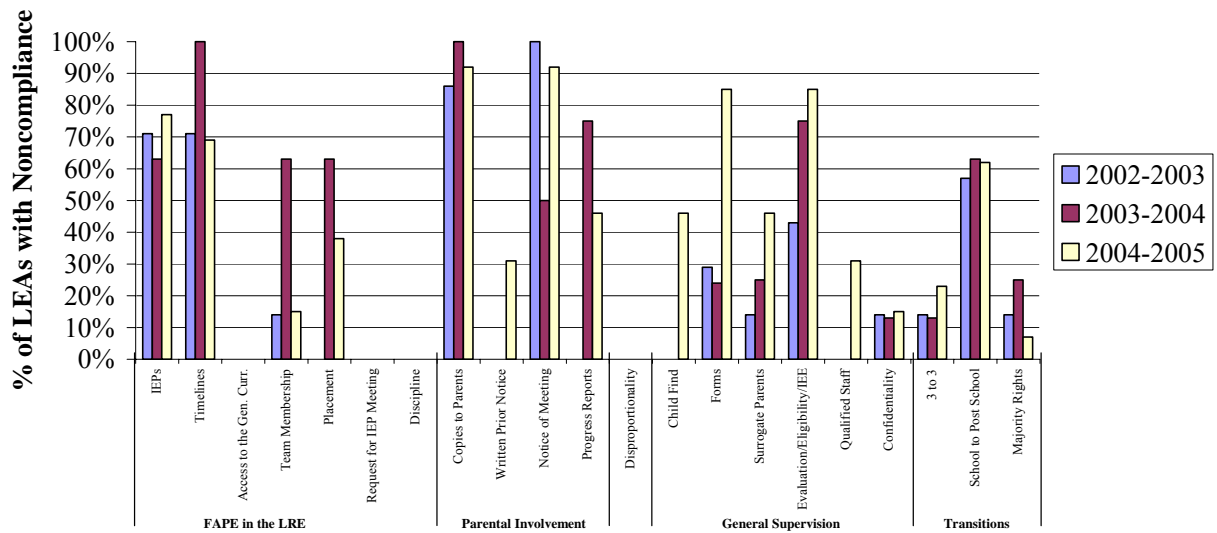
**C. Noncompliance identified through complaints, due process hearings, mediations, etc.**

Noncompliance identified through state formal complaints, due process hearings, and mediations is addressed in LEA and SEA formal complaint decisions, due process hearing officer orders, and settlements agreements from mediation. Since July 1, 2005, resolution session settlement agreements have also been added as a means of identifying noncompliance. Corrective actions and orders from state complaint decisions, as well as mediation agreements, are monitored by the State and Federal Compliance Officer. Verification data, such as training records, revised IEPs, and records of compensatory services delivered are submitted by the LEA to ensure that all the requirements are completed. Submitted verification data is tracked by the compliance officer to ensure that corrections are made within one year of the time noncompliance is identified in decisions, orders, and agreements.

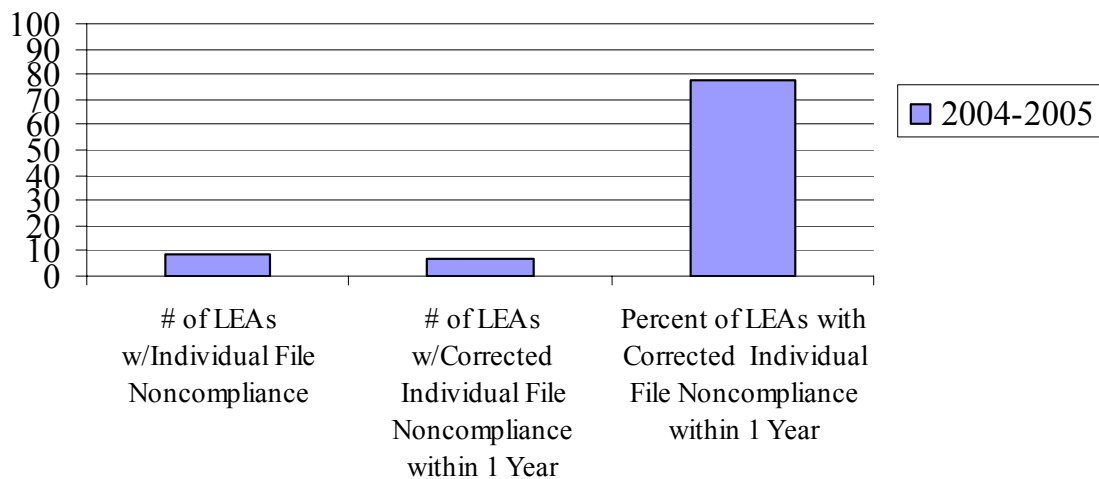
## Baseline Data for FFY 2004 (2004-2005):

A.

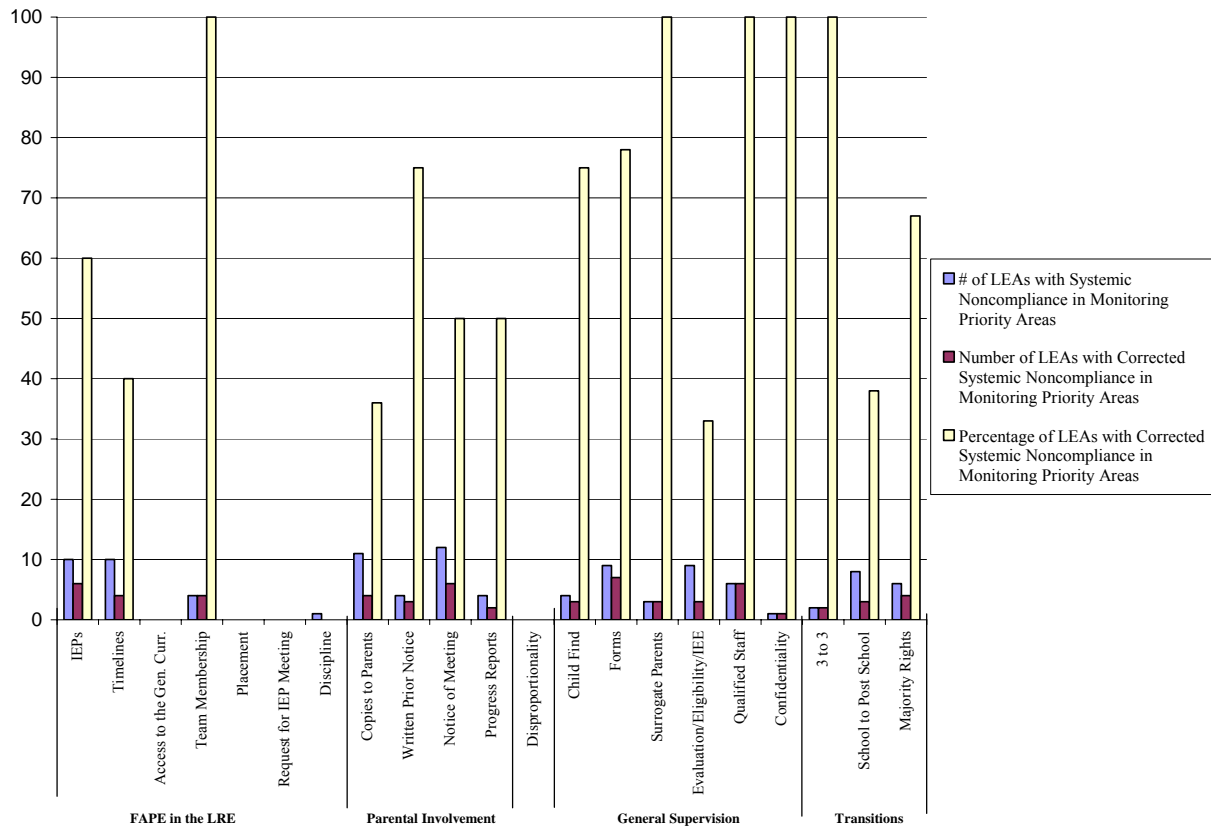
### Monitoring Priorities



### LEAs with Individual File (Nonsystemic) Noncompliance



LEAs with Systemic Noncompliance in Monitoring Priority Areas



## Discussion of Baseline Data:

### A. Noncompliance related to monitoring priority areas

During the **2002-2003** school year, seven (7) LEAs out of 7 monitored had systemic noncompliance identified in one or more monitoring priority areas through the state monitoring process. There were 37 findings of noncompliance found during that time. During the **2003-2004** school year, eight (8) LEAs out of 8 monitored had systemic noncompliance identified in one or more monitoring priority areas through the state monitoring process. There were 58 findings of noncompliance found during that time. During the **2004-2005** baseline year, thirteen (13) LEAs out of 13 monitored had systemic noncompliance identified in one or more monitoring priority areas through the state monitoring process. There were 112 findings of noncompliance.

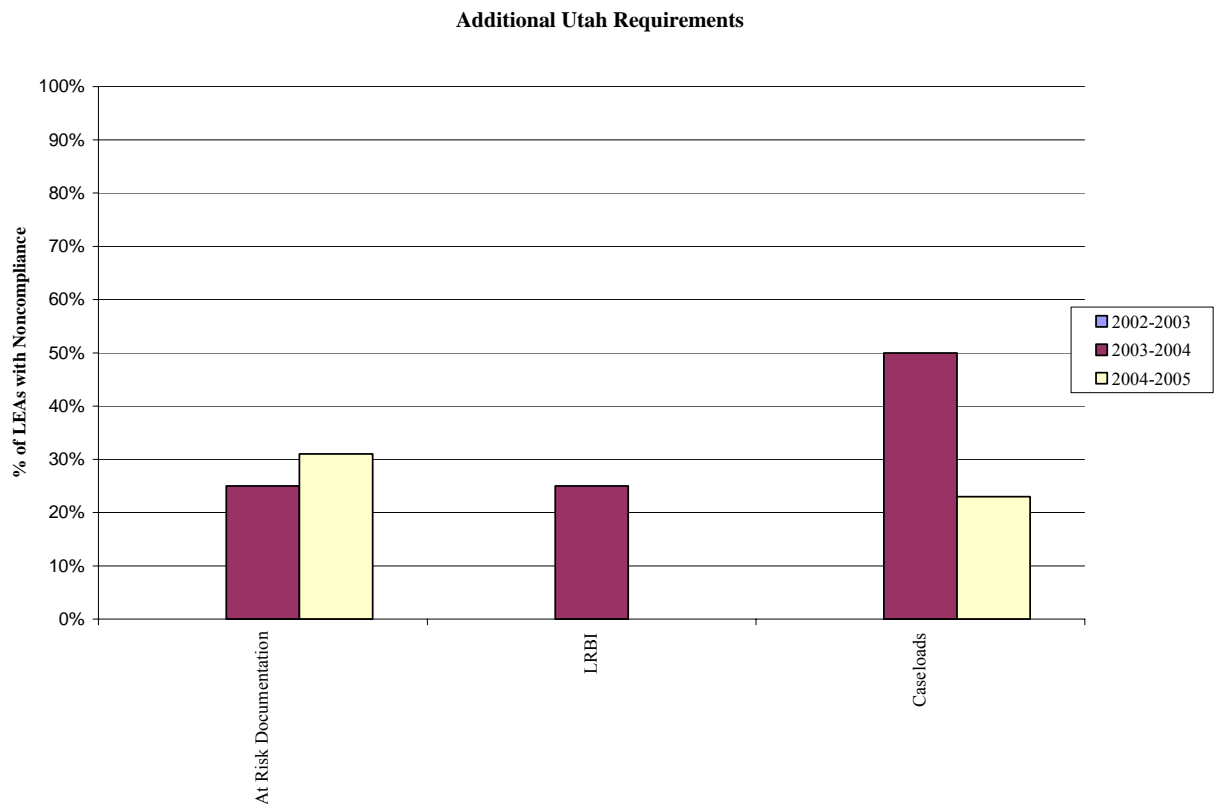
For those 13 LEAs who have had a time period of at least 1 year to correct issues of systemic noncompliance (data collected during both 2002-2003 and 2003-2004 school year), there was a total of 103 issues of systemic noncompliance of which 63 (61%) were corrected within the one year timeframe. Of the 13 LEAs reported directly above, 2 LEAs have corrected 100% of all findings of systemic noncompliance in monitoring priority areas.

Utah's continuous improvement monitoring system reflects the federal intent to emphasize a data-driven, systemic approach to compliance and improvement of results for children with disabilities. State monitoring implementation has been generally effective in assisting LEAs in maintaining procedural compliance with federal and state regulations. The

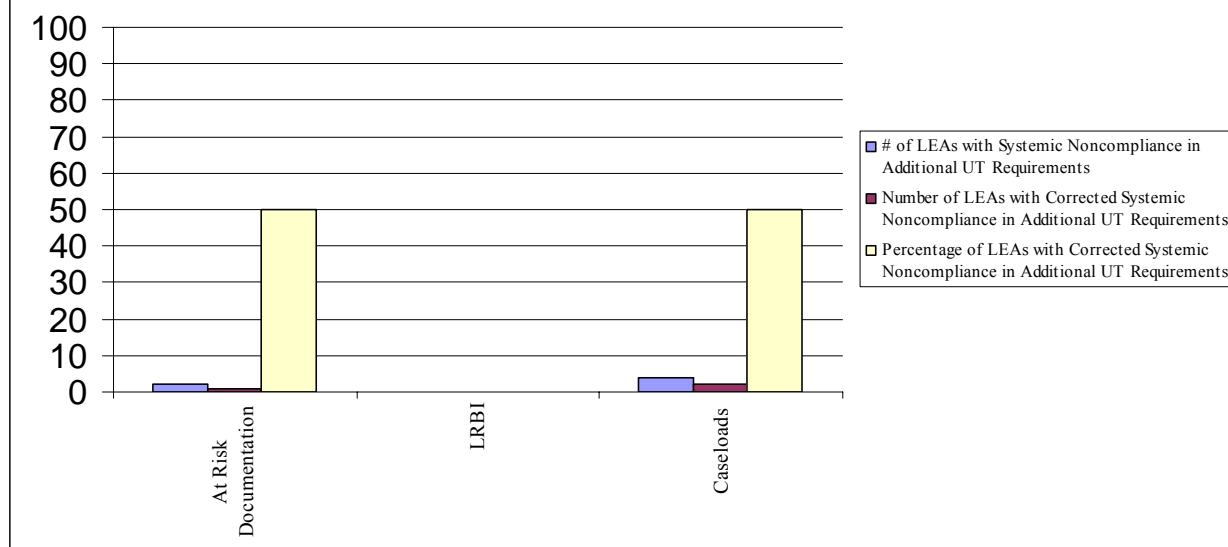
2005 revision of UPIPS provides for additional levels of SEA support for LEAs with continuing uncorrected compliance issues during previous UPIPS cycles, creating a process that is differentiated by results.

Sanctions for those LEAs with continuing uncorrected issues of systemic noncompliance within monitoring priority areas include (1) additional technical assistance from USOE staff that includes mandatory training on uncorrected systemic noncompliance, as well as additional training on statewide issues, (2) delay of approval of application for Part B funding, and (3) a newly implemented plan for additional, biannual LEA site visits. These visits, implemented during the 2005-2006 school year, will track specific progress on correction of noncompliance and reevaluate the need for additional SEA support that includes frequent reporting between LEAs and SEA regarding compliance issues. While continuing the monitoring of IDEA compliance, renewed focus is on the systematic evaluation of the impact of special education services on student achievement. Thus, the state monitoring process has shifted from the previous emphasis of episodic procedural monitoring to one of active strategic planning and continuous improvement within the framework of compliance.

## B.



## LEAs with Systemic Noncompliance in Additional Utah Requirements



### Discussion of Baseline Data:

#### B. Noncompliance related to areas not included in the above monitoring priority areas

During the **2002-2003** school year, zero (0) LEAs out of 7 monitored had systemic noncompliance identified in areas not related to monitoring priority areas (additional Utah requirements) through the state monitoring process. During the **2003-2004** school year, four (4) LEAs out of 8 monitored had systemic noncompliance identified in areas not related to monitoring priority areas (additional Utah requirements) through the state monitoring process. There were 8 findings of noncompliance found during that time. During the **2004-2005** baseline year, four (4) LEAs out of 13 monitored had systemic noncompliance identified in areas not related to monitoring priority areas (additional Utah requirements) through the state monitoring process. There were 7 findings of noncompliance.

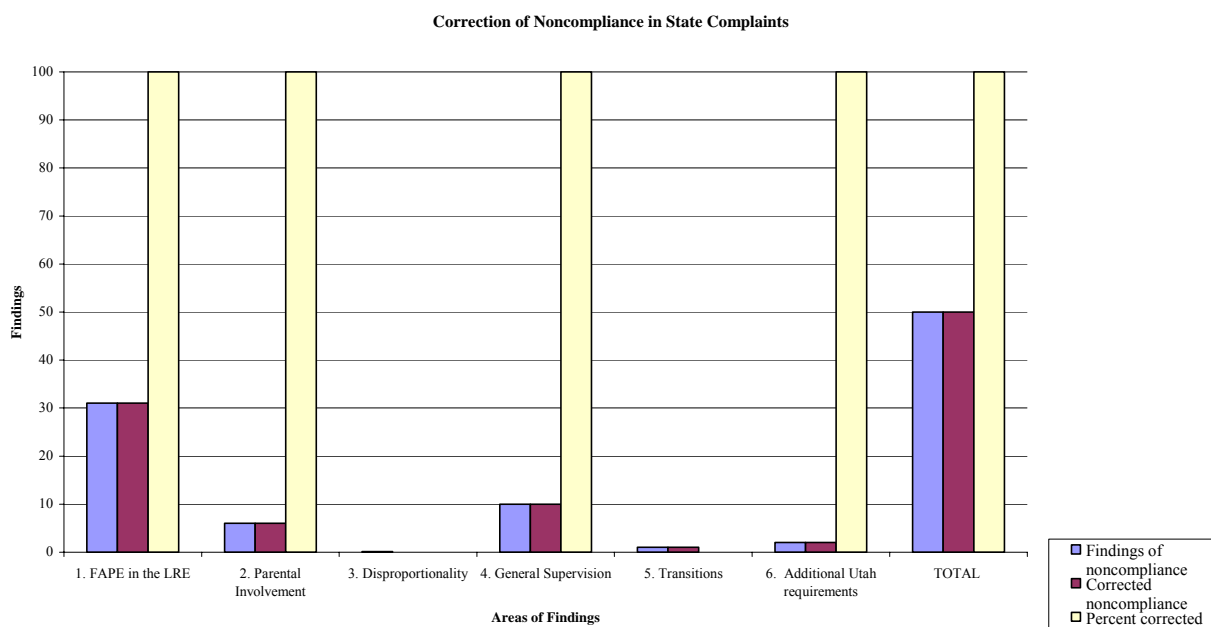
For those 13 LEAs who have had a time period of at least 1 year to correct issues of systemic noncompliance (data collected during both 2002-2003 and 2003-2004 school year), there was a total of 6 issues of systemic noncompliance of which 3 (50%) were corrected within the one year timeframe. Of the 13 LEAs reported directly above, two LEAs have corrected 100% of all findings of systemic noncompliance.

Utah's continuous improvement monitoring system reflects the federal intent to emphasize a data-driven, systemic approach to compliance and improvement of results for children with disabilities. Sanctions for those LEAs with continuing uncorrected issues of systemic noncompliance within additional state requirements include (1) additional technical assistance from USOE staff that includes mandatory training on uncorrected systemic noncompliance, as well as additional training on statewide issues, (2) delay of approval of application for Part B funding, and (3) a newly implemented plan for additional, biannual LEA site visits. These visits, implemented during the 2005-2006 school year, will track specific progress on correction of noncompliance and reevaluate the need for additional SEA support that

includes frequent reporting between LEAs and SEA regarding compliance issues. While continuing the monitoring of IDEA compliance, renewed focus is on the systematic evaluation of the impact of special education services on student achievement. Thus, the state monitoring process has shifted from the previous emphasis of episodic procedural monitoring to one of active strategic planning and continuous improvement within the framework of compliance.

State monitoring implementation has been generally effective in assisting LEAs in maintaining procedural compliance with federal and state regulations. The 2005 revision of UPIPS provides for additional levels of SEA support for LEAs with continuing uncorrected compliance issues during previous UPIPS cycles, creating a process that is differentiated by results.

### C.



### Discussion of Baseline Data:

#### C. Noncompliance identified through complaints, due process hearings, mediations, etc.

During the 2004-2005 baseline year, fourteen (14) LEAs had noncompliance identified through state formal complaint decisions and mediated settlement agreements. No due process hearings were fully adjudicated, so there were no hearing officer decisions to monitor. There were 47 findings of noncompliance; 47 of these, 100%, were corrected within one year. The SEA was very successful in having LEAs carry out corrective actions and mediated agreements to correct noncompliance.

Sanctions for those LEAs with uncorrected issues of noncompliance due to complaints, mediation, and due process hearings include (1) additional technical assistance from USOE staff that includes mandatory training on uncorrected noncompliance, as well as additional training on statewide issues, and (2) delay of approval of application for Part B funding.



## Measurable and Rigorous Targets – Indicator 15

FFY	Measurable and Rigorous Targets
<p><b>2005</b> (2005-2006)</p>	<p><u>A. Noncompliance related to monitoring priority areas</u> The USOE general supervision system (including Monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from identification.</p> <p><u>B. Noncompliance related to areas not included in the above monitoring priority areas</u> The USOE general supervision system (including Monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from identification.</p> <p><u>C. Noncompliance identified through complaints, due process hearings, mediations, etc.</u> The USOE general supervision system (including Monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from identification.</p>
<p><b>2006</b> (2006-2007)</p>	<p><u>A. Noncompliance related to monitoring priority areas</u> The USOE general supervision system (including Monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from identification.</p> <p><u>B. Noncompliance related to areas not included in the above monitoring priority areas</u> The USOE general supervision system (including Monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from identification.</p> <p><u>C. Noncompliance identified through complaints, due process hearings, mediations, etc.</u> The USOE general supervision system (including Monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from identification.</p>
<p><b>2007</b> (2007-2008)</p>	<p><u>A. Noncompliance related to monitoring priority areas</u> The USOE general supervision system (including Monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from identification.</p> <p><u>B. Noncompliance related to areas not included in the above monitoring priority areas</u> The USOE general supervision system (including Monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from</p>

	<p>identification.</p> <p><u>C. Noncompliance identified through complaints, due process hearings, mediations, etc.</u></p> <p>The USOE general supervision system (including Monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from identification.</p>
<p><b>2008</b> (2008-2009)</p>	<p><u>A. Noncompliance related to monitoring priority areas</u></p> <p>The USOE general supervision system (including Monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from identification.</p> <p><u>B. Noncompliance related to areas not included in the above monitoring priority areas</u></p> <p>The USOE general supervision system (including Monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from identification.</p> <p><u>C. Noncompliance identified through complaints, due process hearings, mediations, etc.</u></p> <p>The USOE general supervision system (including Monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from identification.</p>
<p><b>2009</b> (2009-2010)</p>	<p><u>A. Noncompliance related to monitoring priority areas</u></p> <p>The USOE general supervision system (including Monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from identification.</p> <p><u>B. Noncompliance related to areas not included in the above monitoring priority areas</u></p> <p>The USOE general supervision system (including Monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from identification.</p> <p><u>C. Noncompliance identified through complaints, due process hearings, mediations, etc.</u></p> <p>The USOE general supervision system (including Monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from identification.</p>
<p><b>2010</b> (2010-2011)</p>	<p><u>A. Noncompliance related to monitoring priority areas</u></p> <p>The USOE general supervision system (including Monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from identification.</p>

	<p><u>B. Noncompliance related to areas not included in the above monitoring priority areas</u> The USOE general supervision system (including Monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from identification.</p> <p><u>C. Noncompliance identified through complaints, due process hearings, mediations, etc.</u> The USOE general supervision system (including Monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from identification.</p>
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### Improvement Activities/Timelines/Resources – Indicator 15

Activities	Timeline	Resources
A. <u>Noncompliance related to monitoring priority areas</u> Revise monitoring program to reflect changes in IDEA 2004 and monitoring priority areas.	August, 2005 <b>Completed</b>	USOE Monitoring Specialist, Contractor, UPIPS SRR software, IDEA discretionary funds
A. <u>Noncompliance related to monitoring priority areas</u> Utilize program to collect data on LEA compliance	October, 2005-ongoing <b>Completed (and ongoing)</b>	USOE staff, contract reviewers
A. <u>Noncompliance related to monitoring priority areas</u> Track correction of LEA areas of noncompliance within 1 year timeline	October, 2005-ongoing <b>Completed (and ongoing)</b>	USOE Monitoring Specialist, USOE support personnel
A. <u>Noncompliance related to monitoring priority areas</u> Conduct training for LEAs in areas of uncorrected noncompliance	October, 2005-ongoing <b>Completed (and ongoing)</b>	USOE staff
A. <u>Noncompliance related to monitoring priority areas</u> Recollect data on LEA compliance status after training	October, 2005-ongoing	USOE staff, contract reviewers, LEA staff
A. <u>Noncompliance related to monitoring priority areas</u> <b>Provide training opportunities to LEAs in self-assessment year on areas of concern statewide</b>	<b>Spring 2007 – ongoing</b>	<b>USOE staff, UPDC staff, IDEA discretionary funds</b>
B. <u>Noncompliance related to areas not included in the above monitoring priority areas</u> Utilize existing monitoring program to collect data on LEA compliance	October, 2005-ongoing	USOE staff, contract reviewers, LEA staff
B. <u>Noncompliance related to areas not included in the above monitoring</u>	October, 2005-ongoing	USOE Monitoring Specialist

<u>priority areas</u> Track correction of LEA areas of noncompliance within 1 year timeline		
B. <u>Noncompliance related to areas not included in the above monitoring priority areas</u> Conduct training for LEAs in areas of uncorrected noncompliance	October, 2005-ongoing <b>Completed (and ongoing)</b>	USOE staff
B. <u>Noncompliance related to areas not included in the above monitoring priority areas</u> Recollect data on LEA compliance status after training	October, 2005-ongoing	USOE staff, contract reviewers, LEA staff
C. <u>Noncompliance identified through complaints, due process hearings, mediations, etc.</u> Conduct training for LEA Directors of Special Education on documentation of correction of noncompliance identified through state formal complaints, mediations, resolution sessions, and due process hearing decisions.	November, 2005 <b>Completed (and ongoing)</b>	State and Federal Compliance Officer, USOE staff
C. <u>Noncompliance identified through complaints, due process hearings, mediations, etc.</u> Automate the tracking system for correction of noncompliance identified through state formal complaints, mediations, resolution sessions, and due process hearing decisions.	August, 2006 <b>Completed</b>	USOE support staff, technological resources at USOE, IDEA discretionary funds
<b>A.B.C. Target SEA training in the areas with continued noncompliance by providing multiple training opportunities and methods to LEAs</b>	<b>October 2006 – ongoing</b>	<b>USOE staff, UPDC staff, IDEA discretionary funds</b>
A.B.C. Evaluate the results of activities from 2005-06 and determine additional activities based on those data.	2006-2011 <b>Completed (and ongoing)</b>	To be determined.

**Part B State Performance Plan (SPP) for 2005-2010****Monitoring Priority:** Effective General Supervision Part B/ General Supervision**Indicator 16-** Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint. (20 U.S.C. 1416 (a)(3)(B))**Overview of Issue/Description of System or Process:**

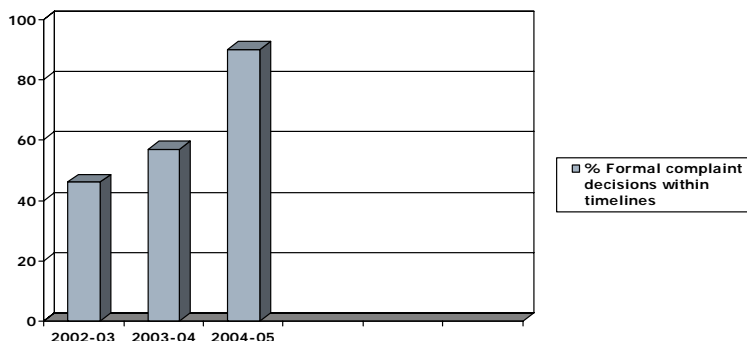
The 1999 Utah State Board of Education Special Education Rules contain a state complaint system that operates in two tiers. The first tier requires the parent to submit a written complaint to the LEA, and copy to the SEA, a description of the problem, how IDEA has been violated, and suggested resolution of the issues, along with the student's name, age, grade, school, and LEA of enrollment. The LEA has 30 days in which to respond to the complaint, by investigating the allegations and providing a written decision. The complainant then has 10 days to appeal the LEA's decision to the SEA. The second tier requires the SEA to conduct an independent investigation and, within 60 days of the original complaint, provide a written decision to the complainant and the LEA. The SEA monitors the completion of any corrective actions ordered by either the LEA or the SEA.

**Baseline Data for FFY 2004 (2004-2005):**

The baseline data calculated as shown on Attachment 1, states that 18 of 20, or 90%, of the written complaints had written decisions within 60 days or a timeline extended for exceptional circumstances in a specific case.

**Discussion of Baseline Data:**

The 2004-2005 baseline of 90% is higher than the previous two years. The graph below illustrates the trends in the compliance within required timelines for decisions on formal complaints to the SEA. Although the target of 100% has not yet been reached, the rate is improving.



### Measurable and Rigorous Targets – Indicator 16

<b>FFY</b>	<b>Measurable and Rigorous Targets</b>
<b>2005</b> (2005-2006)	One hundred (100) percent of signed written complaints will have reports issued or be otherwise resolved within the 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
<b>2006</b> (2006-2007)	One hundred (100) percent of signed written complaints will have reports issued or be otherwise resolved within the 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
<b>2007</b> (2007-2008)	One hundred (100) percent of signed written complaints will have reports issued or be otherwise resolved within the 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
<b>2008</b> (2008-2009)	One hundred (100) percent of signed written complaints will have reports issued or be otherwise resolved within the 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
<b>2009</b> (2009-2010)	One hundred (100) percent of signed written complaints will have reports issued or be otherwise resolved within the 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
<b>2010</b> (2010-2011)	One hundred (100) percent of signed written complaints will have reports issued or be otherwise resolved within the 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

### Improvement Activities/Timelines/Resources – Indicator 16

<b>Activities</b>	<b>Timeline</b>	<b>Resources</b>
To address the workload of State and Federal Compliance Officer and ensure 100% compliance, hire additional personnel and separate dispute resolution responsibilities from monitoring.	Spring, 2005 <b>Completed</b>	IDEA funds.
Analyze the reasons that 10% of the decisions were not completed within the timeline and seek solutions.	January 2006 <b>Completed</b>	USOE staff, Compliance Specialist, P&A, UPC.
Continue quarterly meetings with Disability Law Center (P&A) to coordinate efforts on state formal complaints.	<b>December 2005 and ongoing</b> <b>Completed (and ongoing)</b>	State Director of Special Education, Compliance Specialist, P&A staff.
Examine the usefulness of the two-tier state formal complaint system as part of preparing to write new state special education rules to implement IDEA 2004 and the final regulations, when released.	By March 2006 <b>Completed</b>	Compliance Specialist, focus group of parents, UPC staff, LEA staff, stakeholder surveys, review of other states' complaint systems.

Continue to develop Utah's system of dispute resolution in order to encourage more productive communication as early resolution of problems	2006-2011	Compliance Coordinator, IDEA funds, P&A, UPC
Evaluate the results of activities from 2005-06 and determine additional activities based on those data.	2006-2011 Completed (and ongoing)	To be determined.

### Part B State Performance Plan (SPP) for 2005-2010

<b>Monitoring Priority:</b> Effective General Supervision Part B/ General Supervision
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<b>Indicator 17-</b> Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party. (20 U.S.C. 1416 (a)(3)(B))
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#### Overview of Issue/Description of System or Process:

The Utah State Office of Education maintains a panel of trained Due Process Hearing Officers. Interested individuals are periodically recruiting by sending invitations to attorneys, school districts, advocacy organizations, Institutions of Higher Education, and Protection and Advocacy organizations. Interested individuals are invited to attend a three-day training for potential Due Process Hearing Officers. Intensive training is provided by attorneys who are knowledgeable in the areas of special education regulations and case law. At the end of the training, an extensive written examination is required of the DPHO candidates. Those candidates who attended all of the training and reached the criterion score on the assessment are accepted as Utah Special Education DPHOs.

A biennial update and refresher training requirement has been established for DPHOs. This ongoing professional development activity consists of two days of training. Topics are selected through a combination of DPHO-identified needs and Special Education State and Federal Compliance Officer-identified issues of special concern in Utah. The DPHOs who pass a required assessment at the end of the training remain on the panel. Training will be held again in December, 2005.

Due Process Hearing Officers are assigned on a random, rotating basis to cases as requests for due process hearings are filed. If a DPHO perceives that there may be a conflict of interest or prejudice in a particular case, he/she is asked to recuse him/herself.

#### Baseline Data for FFY 2004 (2004-2005):

The baseline data, on Attachment 1, shows that 3 of 3, or 100%, of due process hearing requests were resolved without a hearing. Two of the three were resolved through mediation prior to the reporting date of June 30, 2005. The third case was also resolved through mediation, without a hearing, but the settlement was reached after the reporting date of June 30, 2005.

#### Discussion of Baseline Data:

Two due process hearing requests were settled by mediation within the 45-day timeline. The DPHO for the third request extended the timeline as the case was still in mediation. This case resulted in a mediated settlement after the June 30, 2005 date indicated in Attachment 1.



### Measurable and Rigorous Targets – Indicator 17

FFY	Measurable and Rigorous Targets
<b>2005</b> (2005-2006)	One hundred (100) percent of due process hearing requests will have hearings completed within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
<b>2006</b> (2006-2007)	One hundred (100) percent of due process hearing requests will have hearings completed within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
<b>2007</b> (2007-2008)	One hundred (100) percent of due process hearing requests will have hearings completed within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
<b>2008</b> (2008-2009)	One hundred (100) percent of due process hearing requests will have hearings completed within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
<b>2009</b> (2009-2010)	One hundred (100) percent of due process hearing requests will have hearings completed within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
<b>2010</b> (2010-2011)	One hundred (100) percent of due process hearing requests will have hearings completed within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

### Improvement Activities/Timelines/Resources – Indicator 17

Activities	Timeline	Resources
Complete training of current DPHOs to update on requirements of the new 2004 IDEA statute.	December 2005 <b>Completed (and ongoing)</b>	USOE staff, Compliance Officer, consultant attorney.
<b>Complete training for current DPHOs to update on the final IDEA regulations issued in August 2006 and the new Utah Special Education Rules when completed</b>	<b>2007-2008</b>	<b>Compliance Office, IDEA funds, consultant attorney</b>
Recruit additional DPHO candidates who meet the 2004 statutory recommendations for expertise, as needed.	Ongoing <b>Completed (and ongoing)</b>	State Director of Special Education, Compliance Specialist.
Notify LEA and parent of required timelines upon every request for a due process hearing.	Ongoing <b>Completed (and ongoing)</b>	Compliance Officer.
Continue every other year required professional development for DPHOs.	2007, 2009, 2011	USOE staff, Compliance Officer, consultant attorney.
<b>Explore the possibility of merging the pool of Hearing Officers for IDEA due process hearings with the pool utilized for the Utah Professional Practices Performance Commission</b>	<b>2007-2008</b>	<b>State Director of Special Education, Compliance Officer, USOE Staff Attorneys, USOE staff as needed.</b>

**Part B State Performance Plan (SPP) for 2005-2010**

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 18:** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3(B))

**Overview of Issue/Description of System or Process:**

Mandatory resolution sessions will be conducted by LEAs in each instance where a request for a due process hearing is made by a parent. During the drafting of the revised Utah State Board of Education Special Education Rules, the required resolution session will be addressed. The State and Federal Compliance Officer began collecting the required information on resolution sessions held and settlement agreements reached as of July 1, 2005.

**Baseline Data:**

Data was taken for each resolution session conducted by LEAs as a result of a parent request for due process hearing.

**Discussion of Baseline Data:**

The FFY 05 APR, currently being submitted, provides the 2005-2006 baseline data for Indicator #18. Baseline data was taken for each resolution session conducted by LEAs as a result of a parent request for due process hearing. Only four (4) requests for due process hearings were received during the 2005-2006 year. During that time, one hundred (100) percent of all requests for due process hearings filed resulted in settlement. While we are extremely pleased with the baseline data, we believe that regularly expecting this level of success is impracticable and contrary to the spirit of the law. Utah's commitment to early and alternative dispute resolution contributes to the low numbers of due process hearing requests. Because Utah currently has very few due process hearing requests, measurable and rigorous targets are mindful of those numbers and the USOE's recognition that a few issues will not be adequately resolved absent a hearing officer's ruling. We respect the parties' right to obtain a ruling on the merits.

### Measurable and Rigorous Targets – Indicator 18

<b>FFY</b>	<b>Measurable and Rigorous Targets</b>
<b>2005</b> (2005-2006)	Baseline data year – All four (4) requests for due process hearings filed resulted in settlement.
<b>2006</b> (2006-2007)	Seventy-five (75) percent of due process hearing requests will be resolved during the mandatory resolution session.
<b>2007</b> (2007-2008)	Seventy-five (75) percent of due process hearing requests will be resolved during the mandatory resolution session.
<b>2008</b> (2008-2009)	Eighty (80) percent of due process hearing requests will be resolved during the mandatory resolution session.
<b>2009</b> (2009-2010)	Eighty (80) percent of due process hearing requests will be resolved during the mandatory resolution session.
<b>2010</b> (2010-2011)	Eighty-five (85) percent of due process hearing requests will be resolved during the mandatory resolution session.

### Improvement Activities/Timelines/Resources

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>
Solicit input from stakeholders regarding the desire for facilitators to participate in the resolution sessions.	Completed (and ongoing)	USOE technology (including email), meetings with stakeholders, support staff
Train facilitators for resolution sessions in the requirements of the resolution session in case LEAs wish to access their services during the baseline year.	Completed (and ongoing)	USOE staff, materials for training, IDEA discretionary funds
Provide training for LEA special education directors, superintendents association and parent groups.	2005 and ongoing.	USOE staff
Collect complete data on use and results of resolution sessions for each due process hearing request.	July 1 , 2005 – June 30, 2006	USOE staff

**Part B State Performance Plan (SPP) for 2005-2010**

<b>Monitoring Priority:</b> Effective General Supervision Part B/ General Supervision
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<b>Indicator 19-</b> Percent of mediations held that resulted in mediation agreements. (20 U.S.C. 1416 (a)(3)(B))
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**Overview of Issue/Description of System or Process:**

The USOE has established procedures to allow parties to resolve disputes through the mediation process involving any matter, including matters arising prior to the filing of a due process complaint. These procedures have been disseminated in the Procedural Safeguards notice document provided to parents at least annually; in a Key Issues in IDEA 2004 document distributed to LEAs, parents, PTI, P&A, advocates, and other stakeholders; in personnel development activities conducted throughout the state; and at stakeholder meetings such as the Utah State Board of Education, Utah School Superintendents Association, and the meeting of LEA Special Education Directors.

**Baseline Data for FFY 2004 (2004-2005):**

As indicated in Attachment 1, three requests for mediation were received during the 2004-2005 school year. As outlined in the Utah State Board of Education Special Education Rules of 1999, all three requests followed the filing of a Due Process Hearing request. Two of the three were resolved through mediation prior to the reporting date of June 30, 2005. The third case also resulted in a mediation agreement, the settlement being reached after the reporting date of June 30, 2005.

**Discussion of Baseline Data:**

The success rate of the mediation process was 100% for mediations requested during the 2004-2005 school year. USOE does anticipate an increase in the number of mediation requests under requirements of IDEA 2004. With a larger number of mediation requests, USOE anticipates that the percent of mediations resulting in mediation agreements would be less than 100%.

## Measurable and Rigorous Targets – Indicator 19

<b>FFY</b>	<b>Measurable and Rigorous Targets</b>
<b>2005</b> (2005-2006)	Eighty (80) percent of mediations will result in mediation agreements.
<b>2006</b> (2006-2007)	Eighty-two (82) percent of mediations will result in mediation agreements.
<b>2007</b> (2007-2008)	Eighty-four (84) percent of mediations will result in mediation agreements.
<b>2008</b> (2008-2009)	Eighty-six (86) percent of mediations will result in mediation agreements.
<b>2009</b> (2009-2010)	Eighty-eight (88) percent of mediations will result in mediation agreements.
<b>2010</b> (2010-2011)	Ninety (90) percent of mediations will result in mediation agreements.

## Improvement Activities/Timelines/Resources - Indicator 19

<b>Activities</b>	<b>Timeline</b>	<b>Resources</b>
Recruit additional Mediators.	Ongoing Completed (and ongoing)	USOE staff, agency technology resources (including email), IDEA discretionary funds
Conduct training for Mediators, new and continuing.	January 2008 Completed (and ongoing)	Compliance Officer, IDEA funds, consultant attorney
Provide Mediators with updated information regarding procedures and requirements based on final IDEA implementing regulations.	February, 2006 Completed (and ongoing)	State and Federal Compliance Officer, USOE staff, materials for training, IDEA discretionary funds.
Provide Mediators with updated information regarding procedures and requirements based on new state rules.	July, 2006 Completed (and ongoing)	State and Federal Compliance Officer, USOE staff, materials for training, IDEA discretionary funds.

**Part B State Performance Plan (SPP) for 2005-2010****Monitoring Priority:** Effective General Supervision Part B/ General Supervision**Indicator 20-** State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.  
(20 U.S.C. 1416 (a)(3)(B))**Overview of Issue/Description of System or Process:**

Currently, Utah Special Education Services personnel rely heavily on the SEAs Data Clearinghouse and Data Warehouse as described in the SPP overview. To help ensure accuracy, Utah's special education Data Manager requires LEA verification of accuracy of 618 Data, including Child Count and FAPE. After the child count data is extracted from the clearinghouse, individual LEA data profiles are faxed to each district or charter school for verification and signature. The USOE data clearinghouse and data warehouse have continued to improve in making data available for 618 Data Requirements and other data needs.

**Baseline Data for FFY 2004 (2004-2005):****Timeliness:**

Utah has submitted all 618 Data Reports on time. December 1 and FAPE (environments) Table # 1 and Table # 3 have been submitted on or before February 1 each year. Exit Table # 4, Personnel Table # 2, and Discipline Table # 5 have been submitted on or before November 1 each year.

Utah's State Performance Plan will be submitted on time. All previous APRs have been submitted on time.

**Accuracy:**

Over the last five years, USOE has provided improved access to complex achievement data through tools such as COGNOS, and has added personnel to facilitate data extraction and analysis. In addition, specific special education data requirements are considered and needed data elements added to the clearinghouse and warehouse each year. As new data elements are added to the USOE data clearinghouse/warehouse system, it takes approximately one year to ensure that the new data elements are collected and reported consistently throughout the state. Having the data elements in the warehouse improves the accuracy and timeliness of data reports and provides information for analysis to support improving outcomes for students with disabilities.

The SEA has also encouraged cross-department collaboration to ensure that efforts are coordinated for efficiency and effectiveness. The special education, evaluation and assessment, data, and IT staff meet in a variety of groups and settings to improve data accuracy and availability that will meet the needs of all sections of USOE.

**Discussion of Baseline Data:**

Utah has an excellent record of collecting and submitting required data in a timely manner. Data collection procedures undergo constant analysis and revision to improve the accuracy of all data elements at the initial collection level in LEAs, at the importing of data at the SEA level, and in the systems for storage and extraction.

## Measurable and Rigorous Targets – Indicator 20

<b>FFY</b>	<b>Measurable and Rigorous Targets</b>
<b>2005</b> (2005-2006)	One hundred (100) percent of 618 reports, State Performance Plan, and Annual Performance Reports will be accurate and submitted on time.
<b>2006</b> (2006-2007)	One hundred (100) percent of 618 reports, State Performance Plan, and Annual Performance Reports will be accurate and submitted on time.
<b>2007</b> (2007-2008)	One hundred (100) percent of 618 reports, State Performance Plan, and Annual Performance Reports will be accurate and submitted on time.
<b>2008</b> (2008-2009)	One hundred (100) percent of 618 reports, State Performance Plan, and Annual Performance Reports will be accurate and submitted on time.
<b>2009</b> (2009-2010)	One hundred (100) percent of 618 reports, State Performance Plan, and Annual Performance Reports will be accurate and submitted on time.
<b>2010</b> (2010-2011)	One hundred (100) percent of 618 reports, State Performance Plan, and Annual Performance Reports will be accurate and submitted on time.

## Improvement Activities/Timelines/Resources - Indicator 20

<b>Activities</b>	<b>Timeline</b>	<b>Resources</b>
Implement unique student identification number to more accurately match, track, and interpret data.	2005-2006 school year <b>Completed</b>	Data clearinghouse and warehouse staff, USOE IT staff, LEA data staff
Inform LEAs of all new data collection elements, based on new 618 reports and SPP, and procedures for collection and submission of the data.	Fall 2005 and ongoing <b>Completed (and ongoing)</b>	USOE staff
Train LEA data managers and special education directors on new data collection procedures and timelines.	Fall 2005 and ongoing <b>Completed (and ongoing)</b>	USOE staff, IDEA discretionary funds
Collaborate and communicate with USOE personnel regarding data needs.	Fall 2005 and ongoing <b>Completed (and ongoing)</b>	USOE staff, IT staff
<b>Utilize 618 data profiles and UPIPS data in decision making and professional development activities</b>	<b>2006 (and ongoing)</b>	<b>USOE Staff, UPDC Staff, IDEA discretionary funds</b>

## **APPENDIX A**

### **ACRONYMS**

APR	Annual Performance Report
AUT	Autism
AYP	Adequate Yearly Progress
CAP	Corrective Action Plan
CD	Communication Disorder
COSF	Child Outcome Summary Form
CRT	Criterion Referenced Test
CTE	Career Technology Education
DPHO	Due Process Hearing Officer
DO	Drop Out
ECO	Early Childhood Outcome Center
ED	Emotional Disturbance
EDEN	Education Data Exchange Network
EIRI	Early Intervention Research Institute
FAPE	Free Appropriate Public Education
FFY	Federal Fiscal Year
GED	General Educational Development
GR	Graduate
ID	Intellectual Disability
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
IT	Information Technology
LEA	Local Education Agency
LRBI	Least Restrictive Behavioral Interventions
LRE	Least Restrictive Environment
MCA	Multiple Classification Analysis
MPRRC	Mountain Plains Regional Resource Center
NCLB	No Child Left Behind
NCSEAM	National Center for Special Education Accountability Monitoring center
NSTAAC	National Secondary Transition Technical Assistance Centers
OHI	Other Health Impairment
OSEP	Office of Special Education Programs
P&A	Protection and Advocacy
PIP	Program Improvement Plan
PSU	Primary Sampling Units
PTI	Parent Training and Information
RFP	Request for Proposal
RISEP	Research Institute for Safe and Effective Programs
SEA	State Education Agency
SPP	State Performance Plan
SRR	Student Record Review
SWAT	Statewide Assistance Team
SWD	Student with Disabilities
UAA	Utah's Alternate Assessment
UBCST	Utah Basic Competency Skills Test



UBI	Utah's Behavior Initiatives
UPASS	Utah Performance Assessment System for Students
UPC	Utah Parent Center
UPDC	Utah Personnel Development Center
UPIPS	Utah Program Improving Planning System
UPOD	Utah Preschool Outcomes Data
USBE	Utah State Board of Education
USEAP	Utah Special Education Advisory Panel
USOE	Utah State Office of Education
WIA	Workforce Investment Act
YIC	Youth in Custody

## APPENDIX B

### Parent Survey—Special Education

This is a survey for parents of students receiving special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please circle either yes (Y), no (N) or not applicable (NA) when available.

#### **Procedural Safeguards**

**Yes** **No**

- |   |   |   |
|---|---|---|
| 1. Did you receive a copy of your procedural safeguards (parent's rights)?                            | Y | N |
| 2. Were your procedural safeguards (parent's rights) explained so that you understood them?           | Y | N |
| 3. If you speak a language other than English, does the school communicate with you in that language? | Y | N |

#### **Evaluation and Eligibility**

- |   |   |   |
|---|---|---|
| 4. Did you sign a consent form before your child was evaluated?                     | Y | N |
| 5. Did you have the opportunity to provide input during your child's evaluation?    | Y | N |
| 6. Did the evaluation team listen to and consider your input?                       | Y | N |
| 7. Were you invited to a meeting to discuss the results of your child's evaluation? | Y | N |

#### **IEP Development**

- |   |   |   |
|---|---|---|
| 8. Was the IEP meeting scheduled at a mutually agreeable time?  | Y | N |
| 9. Did you receive notice of the time and place before each IEP meeting?  | Y | N |
| 10. Were you informed of your right to invite individuals who have knowledge or special expertise about your child to the IEP meeting?  | Y | N |
| 11. Did you bring someone to the IEP meeting?   | Y | N |
| 12. Did your child's regular education teacher attend the IEP meeting?  | Y | N |
| 13. Did the principal or another LEA representative attend the IEP meeting?   | Y | N |
| 14. Did you feel the team asked for and used your input on goals and objectives for your child's IEP?                                   | Y | N |
| 15. Do you feel all of your child's needs were addressed during the IEP meeting?  | Y | N |
| 16. At your child's IEP meeting, did the team discuss how your child would participate in statewide and district-wide testing (U-PASS)? | Y | N |
| 17. At your child's IEP meeting, did the IEP team discuss classroom accommodations and modifications your child needs?                  | Y | N |
| 18. Did you sign a consent form before your child was placed in special education?  | Y | N |

#### **IEP Implementation**

- |  |   |   |
|--|---|---|
| 19. Are your child's regular education teachers aware of your child's learning needs?  | Y | N |
| 20. Does the staff in the regular classroom consistently provide the accommodations and modifications written in your child's IEP? | Y | N |
| 21. Do your child's regular education and special education teachers work together to implement the IEP?                           | Y | N |

- |   |          |          |
|---|----------|----------|
| 22. Is your child getting all of the services listed on the IEP?  | <b>Y</b> | <b>N</b> |
| 23. Are the related services your child receives (i.e., speech therapy, occupational therapy, counseling) helping him/her to benefit from special education services? | <b>Y</b> | <b>N</b> |
| 24. Does your child participate in school activities such as assemblies, after school activities and field trips with non-disabled students?                          | <b>Y</b> | <b>N</b> |
| 25. Is your child making progress toward meeting the goals on his/her IEP?  | <b>Y</b> | <b>N</b> |
| 26. Do you receive periodic reports on your child's progress toward IEP goals?  | <b>Y</b> | <b>N</b> |

### **Transition**

- |   |          |          |           |
|---|----------|----------|-----------|
| 27. If your child is 15 years old or older, did the IEP team discuss transition services (e.g., career interests, employment, high school classes) during an IEP meeting? | <b>Y</b> | <b>N</b> | <b>NA</b> |
| 28. Does your child's IEP provide the direction and plan for helping your child reach his/her long term goals after he/she leaves public school?                          | <b>Y</b> | <b>N</b> | <b>NA</b> |

### **Discipline**

- |   |          |             |
|---|----------|-------------|
| 29. Has your child been removed from his/her special education program as a result of a disciplinary action this school year (suspended or expelled)? | <b>Y</b> | <b>N</b>    |
| 30. Did he/she receive special education services in a different setting during that time?  | <b>Y</b> | <b>N NA</b> |

### **General**

- |  |          |          |
|--|----------|----------|
| 31. Does the school empower you to have a positive effect on the quality of your child's program?  | <b>Y</b> | <b>N</b> |
| 32. Does the school facilitate opportunities for you to provide input about your child's education other than at IEP meetings?   | <b>Y</b> | <b>N</b> |
| 33. Is there a school-home communication system in place that provides you the opportunity to exchange important information about your student as often as necessary? | <b>Y</b> | <b>N</b> |
| 34. Does your school facilitate your involvement as a means of improving services and results for your child with disabilities?  | <b>Y</b> | <b>N</b> |
| 35. Were you ever given information about organizations that offer support for parents with students with disabilities by your school/district?                        | <b>Y</b> | <b>N</b> |
| 36. Have you participated in any training offered by the district, school, or the Utah Parent Center?  | <b>Y</b> | <b>N</b> |

## APPENDIX C

### UTAH POST-SCHOOL OUTCOMES SURVEY

April to September 2007

#### **1. DEMOGRAPHIC INFORMATION**

*This information is provided by the Utah DOE and will be available for surveyors prior to beginning the interviews.*

1a. Student's name \_\_\_\_\_

1b. Student's date of birth: Month: \_\_\_\_\_ Day: \_\_\_\_\_ Year: \_\_\_\_\_

1c. Student's special education disability (*check only one option*)

- \_\_\_\_\_ Specific Learning Disability
- \_\_\_\_\_ Intellectual Disability
- \_\_\_\_\_ Communication Disorder
- \_\_\_\_\_ Emotional Disturbance
- \_\_\_\_\_ Hearing Impairment/Deafness
- \_\_\_\_\_ Visual Impairment
- \_\_\_\_\_ Deaf/blindness
- \_\_\_\_\_ Orthopedic Impairment
- \_\_\_\_\_ Multiple Disabilities
- \_\_\_\_\_ Other Health Impairment
- \_\_\_\_\_ Autism
- \_\_\_\_\_ Traumatic Brain Injury

1d. Gender

- \_\_\_\_\_ Female
- \_\_\_\_\_ Male

1e. Ethnicity (*check only one option that best represents the student*)

- \_\_\_\_\_ White,
- \_\_\_\_\_ Black,
- \_\_\_\_\_ Hispanic
- \_\_\_\_\_ American Indian
- \_\_\_\_\_ Asian
- \_\_\_\_\_ Pacific Islander
- \_\_\_\_\_ Unknown

1f. Manner in which student exited school (*check only one option, based on USOE exit code*) Verify with student.

- \_\_\_\_\_ Graduated with a regular diploma
- \_\_\_\_\_ Reached maximum age
- \_\_\_\_\_ Dropped-out

1g. LEA last attended \_\_\_\_\_

**DATA FOR ALL SECTIONS SHOULD BE GATHERED ON EACH STUDENT IN THE YEAR FOLLOWING THEIR EXIT FROM HIGH SCHOOL.**

**INTRODUCTION/ASK FOR PARTICIPATION:** *(If student is under 18 or unable to talk on the phone, due to type or severity of disability, ask to speak to parent/guardian)*

"Hello. My name is \_\_\_\_\_. May I speak with (student)? I am calling from \_\_\_\_\_ for the Utah State Office of Education.

"We are doing a survey of students who were served in special education and left school during the 2005-06 school year to see how they are doing. The information you provide will benefit future students by helping to improve services for them.

"The survey should take about 5 minutes. Your participation is voluntary and all information will be kept confidential. No personal information will be reported to anyone. **Would you mind answering a few questions?"**

If no, thank student/family and indicate "refused" below.

**(1) Yes (Go to Q. 2)**

**No (INDICATE THE REASON THE INTERVIEW WAS NOT COMPLETED):**

- \_\_\_\_\_ Unable to locate correct phone number
- \_\_\_\_\_ Three attempts were made without contact
- \_\_\_\_\_ Refused to participate
- \_\_\_\_\_ Student has moved and cannot be contacted
- \_\_\_\_\_ Student has died
- \_\_\_\_\_ Student is in jail or prison
- \_\_\_\_\_ Other \_\_\_\_\_ *(fill-in from drop box)*

Thank person on the phone. Continue with next interview.

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\*\*\*\*\*

**EMPLOYMENT**

*"I'd like to first ask you some questions about your employment since leaving high school"*

**(2) 3a. Since leaving high school, have you been EMPLOYED AT ANY TIME?** *(Check only one option)*

- \_\_\_\_\_ YES *(Go to Q. 4)*
- \_\_\_\_\_ NO *(Go to Q. 3)*
- \_\_\_\_\_ Refused to answer *(Go to Q. 4)*
- \_\_\_\_\_ Don't know *(Go to Q. 4)*

**(3) 3b. Why have you NOT been employed?** *(Check each option that applies)*

- \_\_\_\_\_ Lack of employment opportunities in the immediate locale *(Go to Q. 5)*
- \_\_\_\_\_ Student lacks necessary employment skills *(Go to Q. 5)*
- \_\_\_\_\_ Student lacks transportation *(Go to Q. 5)*
- \_\_\_\_\_ Student has not received necessary services from community agencies (e.g., VR) *(Go to Q. 5)*

5)

- \_\_\_\_\_ Student is enrolled in school *(Go to Q. 5)*
- \_\_\_\_\_ Student has family obligations *(Go to Q. 5)*
- \_\_\_\_\_ Student does not want to work *(Go to Q. 5)*
- \_\_\_\_\_ Student would lose benefits (e.g., SSI/disability/unemployment) *(Go to Q. 5)*



\_\_\_\_\_ Don't know

**(10) 4b. Why have you not enrolled in a postsecondary education or training program?** (Check each option that applies)

- \_\_\_\_\_ Lack of postsecondary opportunities in the immediate locale
- \_\_\_\_\_ Student lacks necessary skills/qualifications to enter postsecondary education
- \_\_\_\_\_ Student lacks transportation
- \_\_\_\_\_ Student has not received necessary services from community agencies (e.g., VR)
- \_\_\_\_\_ Student is working
- \_\_\_\_\_ Student has family obligations that preclude going to postsecondary education
- \_\_\_\_\_ Student does not want to go to postsecondary education / did not plan to go
- \_\_\_\_\_ Graduated/completed certificate/finished the classes wanted/needed to take
- \_\_\_\_\_ Student has health problems that preclude going to postsecondary education
- \_\_\_\_\_ Other (please describe briefly): \_\_\_\_\_ (fill-in from drop box)
- \_\_\_\_\_ Refused
- \_\_\_\_\_ Don't Know

**(11) 4c. Are you currently enrolled in any postsecondary education or training program at this point in time?** (Check only one option)

- \_\_\_\_\_ YES
- \_\_\_\_\_ NO (Go to Q. 16)
- \_\_\_\_\_ Refused to answer
- \_\_\_\_\_ Don't know

**ASK THE FOLLOWING QUESTIONS FOR THE CURRENT POST-SECONDARY ENROLLMENT; OR IF NOT CURRENTLY ENROLLED, ASK FOR THE POST-SECONDARY EDUCATIONAL PROGRAM IN WHICH HE/SHE WAS ENROLLED FOR THE LONGEST POINT IN TIME SINCE LEAVING HIGH SCHOOL**

**(12) 4d. Is/was your postsecondary program a** (Check only one option):

- \_\_\_\_\_ Community College or other 2-year college
- \_\_\_\_\_ College/University (4-year college)
- \_\_\_\_\_ Vocational/Technical School
- \_\_\_\_\_ Short-term education or employment training program such as WIA, Job Corps, etc.
- \_\_\_\_\_ High school completion program, such as Adult Education or G.E.D. program
- \_\_\_\_\_ Church mission or other humanitarian mission
- \_\_\_\_\_ Other (please describe briefly): \_\_\_\_\_ (fill-in from drop box)
- \_\_\_\_\_ Refused to answer
- \_\_\_\_\_ Don't know

**(13) 4e. Are/were you enrolled** (Check only one option):

- \_\_\_\_\_ Full-time (12 credits or more or at minimum 12 hours in attendance each week)
- \_\_\_\_\_ Part-time (less than 12 credits or less than 12 hours in attendance each week.)
- \_\_\_\_\_ Refused to answer
- \_\_\_\_\_ Don't know

### **LIVING ARRANGEMENTS**

*"Next I'd like to ask you some questions about where you are living and any community services that you may be receiving."*

**(14) 5a. Which of these best describes your current living arrangement?** (Check only one option):

- housing ☐ With a parent  
☐ With another family member (e.g. aunt/uncle, cousin, brother/sister)  
☐ With a spouse or roommate in a home or apartment, college dorm, sorority or fraternity  
☐ Alone  
☐ Military Housing / Barracks  
☐ Institutional residence (e.g. medical, correctional, convalescent, mental health)  
☐ Supervised living residence (e.g. assisted living center, group home, adult foster care)  
☐ Other (please describe briefly): \_\_\_\_\_ (fill-in from drop box)  
☐ Don't Know/Refused

### **AGENCY INVOLVEMENT**

*“Finally, I’d like to ask you some questions about the assistance you have received since leaving High School..”*

**(15) 6a. Since leaving high school, have you received services or assistance or talked with anyone from any of the following agencies?** *(Check each option that applies)*

- ☐ Rehabilitation Services for the Blind and Visually Impaired  
☐ Rehabilitation Services for the Deaf and Hard of Hearing  
☐ Vocational Rehabilitation (VR)  
☐ Division of Services for Persons with Disabilities (DSPD)  
☐ Division of Work Force Services (DWS)  
☐ Social Security Administration  
☐ College or university student assistance center  
☐ Disability Law Center  
☐ Other (please describe briefly): \_\_\_\_\_ (fill-in from drop box)

**(16) What difficulties, if any, have you had being employed or attending post secondary school as you would like?** *(Record comments)*

**(17) Thinking about the things you are doing now, what is something positive that happened while you were in high school to help you reach your goals?** *(Record comments)*

*“Thank you for your help today.”*



**Part B - SPP /APR Attachment 1 (Form) 2004-2005 School Year****Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act  
Complaints, Mediations, Resolution Sessions, and Due Process Hearings**

SECTION A: Signed. written complaints	
(1) Signed. written complaints total	20
(1.1) Complaints with reports issued	20
(a) Reports with findings	14
(b) Reports within timeline	13
(c) Reports within extended timelines	5
(1.2) Complaints withdrawn or dismissed	0
(1.3) Complaints pending ..	0
(a) Complaint pending a due process hearing	0
SECTION B: Mediation requests	
(2) Mediation requests total	3
(2.1) Mediations	3
(a) Mediations related to due process	3
(i) Mediation agreements	3
(b) Mediations not related to due process	0
(i) Mediation agreements	0
(2.2) Mediations not held (including pending)	0
SECTION C: Hearing requests	
(3) Hearing requests total	3
(3.1) Resolution sessions	0
(a) Settlement agreements	0
(3.2) Hearings (fully adjudicated)	0
(a) Decisions within timeline	0
(b) Decisions within extended timeline	0
(3.3) Resolved without a hearing	3
SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	0
(4.1) Resolution sessions	0
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(e) Change of placement ordered	0